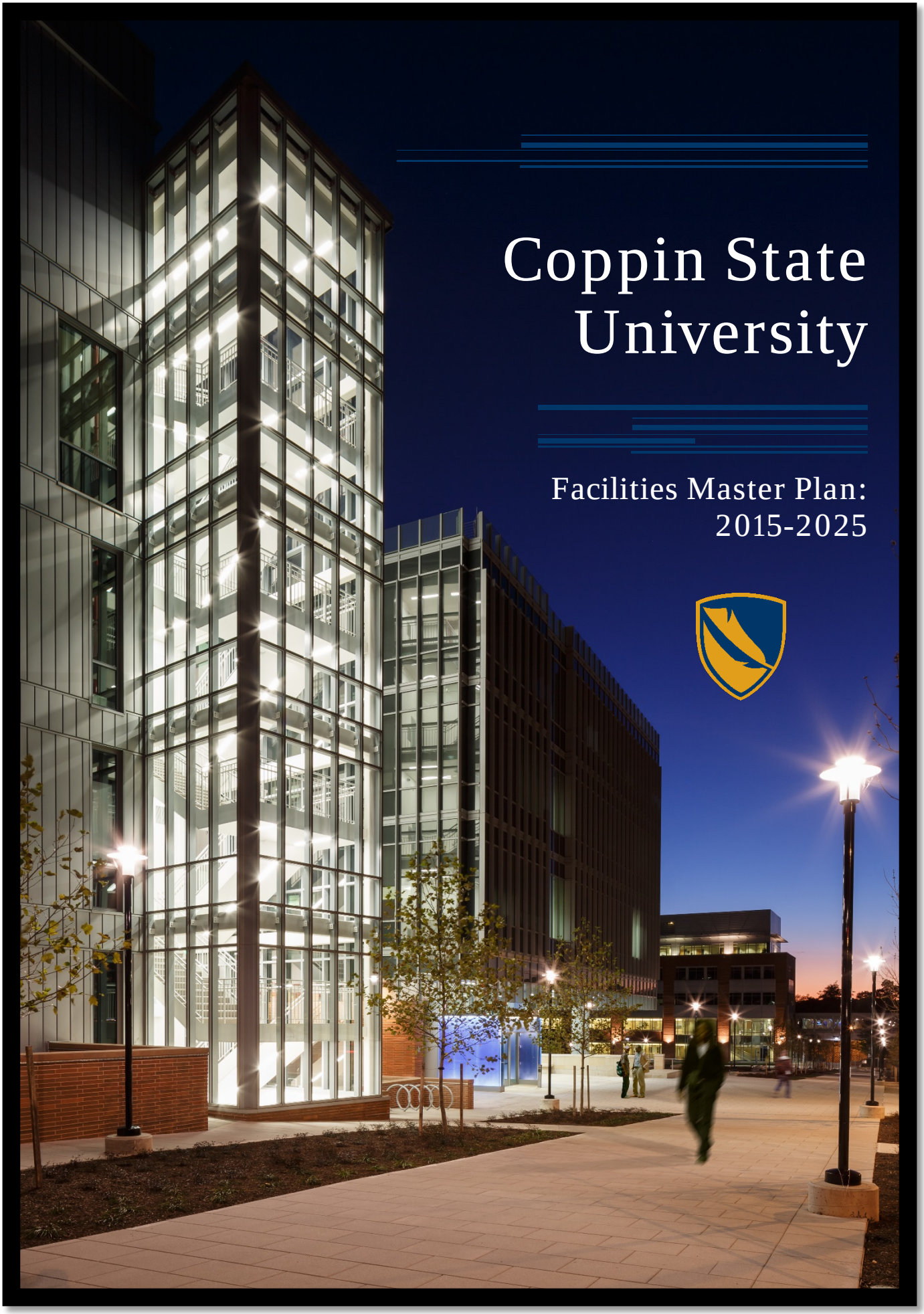

Coppin State University

Facilities Master Plan: 2015-2025

ACKNOWLEDGMENTS

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The University System of Maryland Headquarters

Coppin State University Board of Visitors

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Cynthia Linhart, Academic Planning Consultant
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I. INTRODUCTION & GUIDING PRINCIPLES

Founded in 1900 as a one-year training program, the now Coppin State University (CSU) was a normal school in 1926 and a teachers college in 1930, which grew into a comprehensive college in 1970, and in 1988 joined the University System of Maryland (USM). The University's history and location allow it to perform a unique role that has not been performed by any other institution within the University System of Maryland. As an institution of higher education and as a major public service provider, Coppin State University has produced exemplary role models and professional leadership. The University has been at the forefront of advancing academic excellence, social equity, and the dream of a brighter future for its students.

Named in honor of Fanny Jackson Coppin, an outstanding African American educator, who was dedicated to teaching, Coppin as a Historically Black Institution, fulfills a particularly important mission for the State of Maryland. Active participation in the community by faculty and students provides practical evidence of a public service emphasis. The University advances faculty who are evaluated by students and peers as excellent teachers; evidence of scholarly contributions and growth is expected. Our faculty work in the College of Arts & Sciences and Education, College of Behavioral and Social Sciences, College of Health Professions, College of Business, Graduate Studies, and the Honors College.

Institution Mission

Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the University offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and Science, Technology, Engineering, and Mathematics (STEM) disciplines.

Coppin as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

As a constituent institution of the USM, Coppin will continue to adopt and support USM's strategic goals.

Institutional Capabilities

The University is committed to meeting the educational needs of its urban population and improving the quality of life in its urban community. An institutional pioneer in urban education, Coppin State University is the first higher education institution in the State to assume responsibility for the restructuring and administration of a public elementary school, Rosemont Elementary/Middle School. Since 1996, Rosemont has been transformed from one of the lowest performing schools in the Baltimore City Public School System into one of the highest performing schools in the city.

Coppin is actively engaged in pre-service and in-service teacher education programs, the University, responding to the Board of Regents directive, has been even more involved in the area of teacher preparation. The West Baltimore pre-K to 16 Urban Education Corridor Model for Change, known as the Urban Education Corridor, is one such initiative, as the state's first such endeavor to address educational inequities across the educational spectrum in Baltimore City. As part of this initiative, the University established Coppin Academy, a Baltimore City Public Charter High School, located on CSU's campus. An innovative high school for 400 students, it was founded on the premise that all Academy students will further their education at institutions of higher learning upon graduation if they are integrated into that environment as part of their high school experience. Coppin Academy graduated its first class in May 2009. In partnership with the Baltimore Public School System, the Urban Education Corridor is a national model. The potential success of the Corridor will propel the University toward achieving national eminence in the area of preparing urban educators, particularly those in the Baltimore City School System. The University chose this particular academic focus because of its longstanding mission of service in public education.

The University plans on strengthening existing programs in the liberal arts and sciences, humanities, education, and nursing, while adding new programs in allied health, science, and technology. The University is poised to address the critical shortages of teachers, nurses, and science and technology professionals across the State. The University is committed to enrolling a more diverse student body, and in compliance with State goals, to increasing the number of other-race students. Building upon its legacy of affording access to higher education for students traditionally underrepresented in higher education, the University plans to continue to offer enrichment bridge programs for students needing some developmental learning experiences. Equally important, the University will expand the recruitment of students for its Honors College.

Through advanced technology and telecommunications, Coppin State University will continue to advance the understanding and use of emerging technologies by integrating technology into all teaching and learning practices, client management, student services, and institutional advancement operations. The renovation of existing buildings and the construction of new buildings will secure a campus environment that fosters excellence in teaching, service, research and increased student enrollment. By refocusing and retooling fundraising capabilities, the University will increase private support for student scholarships and the retention of renowned faculty.

For the University to continue to maintain diversity across educational and campus climate experiences for students, faculty, and staff, collaborative relationships must exist with other public and private institutions. Working with other System institutions, state agencies, local schools, and the business industry, the University continues to take the leading role in the economic revitalization of its immediate community. Coppin State University is an oasis for the educational, economic, recreational, and cultural needs of the citizens of Baltimore and the state of Maryland by sharing access to its facilities and expertise in the academic disciplines, professional fields, and the fine and performing arts.

Campus Environment

Our strategy for enhancing persistence through graduation also includes creating an attractive campus environment. The unveiling of the new state-of-the art Science & Technology Center (STC) has enhanced our campus environment and has become a symbol of excellence for the University. This new facility will assist the University in producing graduates to advance the state's Science, Technology, Engineering, and Mathematics (STEM) initiative. The new STC will provide our students state-of-the-art educational facilities that will enhance teaching and learning and lead to increased student persistence through graduation.

Figure 1: Science & Technology Center (2015)

Part of Coppin's vision is to continue to create a 'safe and attractive environment' both on and around campus as a means of enhancing persistence through graduation. This includes providing more on-campus learning experiences and residential housing for our students. Research suggests that universities that provide more on-campus or near campus-learning experiences for their students have somewhat higher persistence and graduation rates. Providing a more residential campus feel for CSU is an important strategy for enhancing persistence through graduation.

Community Partnerships

Given the mission and location of the university, CSU has a civic responsibility to build strong community partnerships and to become engaged at the local, regional, national, and global levels. The successes achieved in Rosemont Elementary/Middle School and Coppin Academy through the Urban Education Corridor demonstrates CSU's commitment to its neighbors and serves as an example to others of how a university can anchor and stabilize urban communities. CSU students and faculty are involved in mentoring and other service activities in this corridor. Graduates from CSU secure teaching jobs in these schools, and many go on to get graduate degrees—making this a unique pre-K-20 partnership. These achievements show how important it is to make investments in the young students served through this Urban Education Corridor initiative. The far reaching effects touch kindergartners to eighth graders at Rosemont Elementary/Middle, the ninth to twelfth grade students enrolled at Coppin Academy, and our goal is for each and every one of the students to go on to enroll in college.

Moreover, Coppin regularly informs the surrounding community of upcoming capital projects on campus. CSU meets with various community organizations annually to discuss current and future capital projects. In these meetings, the University present and discuss new construction, planned expansion, and all other future capital projects. In addition, Coppin has a member on the board of directors for the Greater Mondawmin Coordinating Council (GMCC). The GMCC was incorporated in 1976 by local residents as an umbrella organization to represent community associations and block clubs clustered around the Mondawmin Mall. The boundaries form a polygon with North Avenue on the south; Longwood Street on the west; Liberty Heights Avenue, Druid Park Drive and Druid Hill Park on the north and northeast; and Fulton on the east. Members of the GMCC and Alliance of Rosemont Community Organization, Inc. (ARCO) participated in the Facilities Master Plan focus groups.

Sustainable Practices

Coppin State University seeks to promote environmental awareness and engage the entire university community in enhancing sustainability. Sustainable practices are an integral part of the University's academic, operational and institutional policies and practices.

Colleges and universities across the United States are involved in an unprecedented movement known as sustainability. This growing phenomenon has led to higher educational institutions implementing innovative, practical, and bold solutions to minimize the impact on global climate change and to

increase awareness of climate change issues. Topics such as alternative sources of energy, greenhouse gas effect, carbon neutrality and energy conservation are now part of our vocabulary and these initiatives are having a profound impact on how we live our daily lives. The University continues to make a concerted effort to focus on a number of community and statewide priorities that will place both CSU and the University System of Maryland in the forefront of educational and institutional responses to global climate change. In March 2008, Coppin's president signed the American College and University Presidents Climate Commitment (ACUPCC), a coalition of over 660 colleges and universities concerned about the impacts of global warming and dedicated to reducing campus greenhouse gas emissions. This agreement has provided an excellent opportunity to inform the University and the surrounding community about the impact of global climate change and has increased awareness of climate change issues.

Current Program Offerings

By virtue of its urban history and location, CSU is uniquely capable of addressing the preparation of students from the state of Maryland, Baltimore City, Baltimore County, and in particular, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, Coppin extends its institutional capabilities beyond the traditional classroom by providing experiential and authentic learning experiences to and in the community. Coppin was primarily a teaching institution and has integrated best teaching practices not only throughout its curriculum but also in support of its charter school affiliations and into its other community interactions.

College of Arts & Sciences, and Education

The College of Arts & Sciences, and Education (CASE) is organized into two schools that house a total of five departments, ranging alphabetically from Humanities, Instructional Leadership & Professional Development, Mathematics & Computer Science, Natural Sciences, and Teaching and Learning, offer majors for the interested student. The College of Arts & Sciences, and Education offers degree programs at the undergraduate level in a variety of disciplines. These programs support students as they develop strengths as communicators, critical thinkers, problem solvers and lifelong learners. Graduates

of programs in the School of Arts & Sciences have the skills and adaptability that employers universally value. Through the interdisciplinary pathway to a degree, various departments of the School offer a variety of minors and special programs for students interested in pursuing a field of study less intensely than a full major.

In addition, the College of Arts & Science, and Education delivers a bulk of the University's General Education Requirements (GER) core curriculum courses. All undergraduate students spend approximately one fifth of their university careers in carefully chosen arts and sciences courses as they fulfill their degree requirements. These courses teach critical thinking and skills needed in life outside the university and lay the foundation that allows a university graduate to become an educated citizen and empowers the student to pursue unlimited career opportunities. Most students take additional arts and sciences courses outside their major field of study. These courses are either a required selection relevant to their major, or simply remain as electives enabling them to pursue their own particular interests.

Teaching and Learning offers programs that prepare students to enter or further their careers in the education profession. Renowned for its expertise in preparing urban teachers, academic programs include certification programs in Early Childhood, Elementary, Secondary, and Special Education. Students can enjoy the experience of being in collaborative small classes that encourage spirited exchange of ideas. The institution continues to provide oversight and management of two charter schools that draw from the K-12 population of students residing in West Baltimore.

Figure 2: Frances Murphy Building - Coppin Academy

Table 1: College of Arts & Science, and Education

Academic Offerings				
Humanities	**Mathematics & Computer Science**	**Natural Sciences**	**Teaching & Learning**	**Instructional Leadership & Professional Development**
Dance Major	Computer Science Major	Biology Major	Early Childhood Education Major	Adult & Continuing Education (M.S.)
English Major	Mathematics Major	Chemistry Major	Early Childhood Human Development Major	School Administration I Certification
Global Studies Major	Secondary Education: Mathematics	General Science Major (Biology Emphasis)	Elementary Education Major	Contemporary Educational Leadership (M.Ed.)
History Major	Computer Science Minor	General Science Major (Chemistry Emphasis)	Secondary Education: Biology	Curriculum & Instruction (M. Ed.)
Secondary Education: English	Mathematics Minor	Secondary Education: Biology	Secondary Education: Chemistry	Special Education Track 2 (M.Ed.)
Secondary Education: History/Social Studies		Secondary Education: Chemistry	Secondary Education: English	
Urban Arts Major		Biology Minor	Secondary Education: History & Social Studies	
African American Studies Minor		Chemistry Minor	Secondary Education: Mathematics	
Dance Minor			Special Education Major	
English Minor			Teaching (M.A.T.)	
French Minor			Special Education Track 1 (M.Ed.)	
Global Studies Minor				
History Minor				
Journalism Minor				
Philosophy Minor				
Spanish Minor				

College of Business

The CSU College of Business is well positioned because of our geographic location in an urban center with overwhelming transformational potential and our transgenerational experience preparing community members for a greater stake in this opportunity-oriented economic system. Having recently been awarded specialized accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) and identified as one of the top 50 most innovative small business schools in the country by the Business Research Guide (2015), the quality and value of a CSU College of Business education is surpassed by none. As the most affordable four-year institutions in the University System of Maryland (USM) and with "value added" that exceeds much of our competition as determined by the Brookings Institute (2015), Coppin State University is setting a new pace in urban higher education. We also offer a

100% online degree program in management, the only program of its kind offered by a Historically Black College & University (HBCU).

Our unique approach to wealth-building, entrepreneurship, and business education is helping to propel our students to limitless opportunities in the market. For a number of years, faculty, staff, students, and administrators have also provided financial literacy workshops, tax preparation assistance, and course offerings to assist students and other community members in improving their interactions with public agencies. These three activities have served significant numbers of West Baltimore residents.

Table 2: College of Business

Academic Offerings
Accounting & Management Information Systems
• Accounting Major
• Management Information Systems Major
Management & Marketing
• Management Major (Online Degree Program)
• Management Major
• Marketing Major
Sport & Entertainment Management
• Sport Management
• Entertainment Management

College of Health Professions

Since 1974, the Helene Fuld School of Nursing has been producing nurses committed to excellence and compassion, giving back to underserved communities and setting new standards of nursing education technology. Our nursing program is holistic and student-centered, with outstanding one-on-one faculty support.

Created to meet the growing need for health information management specialists, our newly formed School of Allied Health continues Coppin State's legacy of excellence, and is the only higher education institution in the state of Maryland to offer an accredited four-year degree program in Health Information Management (HIM).

The College operates the Community Health Center, a nurse-managed clinic located in the Health and Human Services Building. The Center has the unique mission to provide health care that is sensitive to societal needs, demands, and values, with providers who are culturally sensitive and responsive to

changing trends and needs of urban clients. In keeping with the mission of the University, the Center seeks to improve the health and quality of life of persons residing not only on the university campus but also those in the Coppin Heights Community and the surrounding area. The Center provides comprehensive, holistic, and family health care services on a walk-in basis as well as by appointment. It accepts a number of insurance plans, and self-payment plans are based on income.

Table 3: College of Health Professions

Academic Offerings
Undergraduate Nursing
• Bachelor of Science in Nursing (Traditional)
• Bachelor of Science in Nursing (Accelerated Second Degree)
• Bachelor of Science in Nursing (RN to BSN)
Graduate Nursing
• Doctor of Nursing Practice
• Master of Science in Nursing
• Post Masters Certification
Health Information Management Program
• Health Information Management Major

College of Behavioral and Social Sciences

The College prepares students to meet the needs of increasingly diverse populations in Baltimore City, the state of Maryland, and the United States and beyond. With eight undergraduate programs and five graduate programs in five departments of study. The College provides a hands-on, interdisciplinary education that puts learning into action and provides the institution's highest levels of days committed to community service and internship experiences.

The Applied Psychology and Rehabilitation Counseling offers both undergraduate and graduate programs. Its curriculum is a standard universal undergraduate curriculum, with an Afrocentric thread and relevance for our place in the central city of the Baltimore Metropolitan area. Our faculty and staff have a rich tradition of respect and caring for our students. The result is one of the most popular majors on campus, blessed with motivated and committed students. Located in the Health and Human Services Building, the department provides membership for students and faculty in PSI CHI, the National Honors Society in Psychology, the Psychology Club, and the Student Rehabilitation Association (SRA).

Viewed as one of the fastest growing programs of the University, the Department of Criminal Justice & Applied Social & Political Sciences offers both the B.S. and M.S. degrees in Criminal Justice, majors in Social Science, Political Science, Sociology, Urban Studies, and Nonprofit Leadership. Minors are offered in Anthropology, Political Science, Sociology, and Non-Profit Management Youth Development (in conjunction with the College of Business, and the Department of Social Work). In addition we offer a major in Interdisciplinary Studies.

The department is very student-centered, operating with an orientation strongly geared toward developing students to their fullest potential. We have a long tradition of quality teaching and are proud of the fact that faculty have expertise including terrorism, policing, law, corrections, juvenile delinquency, and crime prevention. In addition to teaching a variety of undergraduate courses, faculty members are involved in research and publishing books and articles widely referenced by students, criminal justice professionals, and those involved in policy-making.

The Interdisciplinary Studies baccalaureate degree is designed to enable students to prepare for careers that bridge academic disciplines. Students have the opportunity to develop individualized, intellectually challenging courses from selected departments. Students may combine courses from any two disciplines offered at Coppin State University that represent academic interest provided that the disciplines' connectivity is clear: 18 credits at the 300 level or higher from each discipline for a total of 36 credits. Each student must also fulfill all general education requirements (46 credits) including the degree requirements in each discipline as specified in the Coppin State University catalog. Each student must earn a minimum of 120 or more credits to graduate with a Bachelor of Science degree in Interdisciplinary Studies.

The Social Work major at Coppin State University prepares undergraduate students for generalist social work practice with individuals, families, groups, organizations and communities. Students learn to use professional knowledge, values and skills to implement planned change strategies designed to address the needs and problems of diverse populations in the society. Students who complete the requirements for a major in social work earn a BS degree in social work. Many of the graduates of this program qualify for the one year program at University of Maryland.

And lastly, the Spatial Data and Analysis Center (SDAC) was established by the College of Behavioral and Social Sciences in spring 2011 as a resource for the Coppin State University (CSU) faculty. In fall of 2010, CSU deployed an Enterprise Geographical Information System (EGIS) system with the support of Dr. El-Haggan, the vice president for the Information Technology Division (ITD), to enable CSU with this cutting-edge technology. EGIS was a major breakthrough for the campus as it enabled CSU with a new analytical dimension by offering its robust geospatial capabilities. CSU's EGIS infrastructure is currently being used to develop an online geospatial data warehouse and to build many mission-centric applications for the CSU community.

Table 4: College of Behavioral and Social Sciences

Applied Psychology and Rehabilitation Counseling	Criminal Justice & Applied Social and Political Sciences	Interdisciplinary Studies	Social Work
Undergraduate	**Undergraduate**		
Applied Psychology Major	Anthropology Minor	Interdisciplinary Studies Major	Social Work Major
Psychology Minor	Criminal Justice (Major, Minor)		
Rehabilitation Services Major	Non-Profit Leadership		
Rehabilitation Services Minor	Non-Profit Management and Youth Development Minor		
Graduate	Political Science (Major, Minor)		
Alcohol & Substance Abuse Counseling (M.Sc.)	Social Science Major		
Rehabilitation Counseling (M.Ed.)	Sociology (Major, Minor)		
Professional Counselor Licensure: Post Masters	Urban Studies Major		
	Graduate		
	Criminal Justice (M.Sc.)		
	Human Services Administration (M.Sc.)		

National Collegiate Athletic Association (NCAA) Pilot Program

Coppin is one of six institutions to receive a National Collegiate Athletic Association (NCAA) pilot program grant designed to assist limited-resource schools in developing and enhancing systems to increase student-athlete academic performance. Coppin's award totals over $900,000. Initiatives include, but are not limited to, funding of summer school and winter sessions, hiring additional staff in academic services, establishing faculty enrichment and peer-mentoring programs, creating a mobile athletic computer lab for student-athletes' use during travel, developing a broad-based Academic Progress Rate plan and developing a fifth-year degree completion program. The program has been able to retain 95% of all student athletes, 87% of freshman athletes, and 80% of students who participated in the University's Summer Academic Success Academy (SASA) program. Finally, for the 15th consecutive semester, student athletes have amassed GPAs above a 3.0.

STEM Center

The University established a STEM Center in the fall of 2013. The Center assists in the coordination of academic programming and initiatives to strengthen the pipeline of STEM graduates to the Maryland Workforce. A STEM coordinator directs and assists with collaborative efforts among the sciences, mathematics, and health professions. The coordinator also tracks and monitors students from the time they enter the University to completion of their programs and assists with career placement and/or entry into graduate and professional schools.

Center for Nanotechnology

The Center brings together faculty members and students from the College of Arts and Sciences for collaborative research. It has benefited from financial support from Constellation Energy, Technology Development Corporation (TEDCO), the U.S. Department of Education and the National Science Foundation. The work focuses on experimental research and development of Nano- and bio-technologies as well as complementary modeling and simulation efforts in computational Nano-technology, computational Nano-electronics, and processes encountered in Nano-fabrication. A key area of research focuses on clean energy generation and storage and on-going projects in the design and simulation of multi-junction photovoltaic cells for solar energy conversion.

The Bishop L. Robinson Sr. Justice Institute

The Institute formally opened in the spring of 2013 and is named for the first African American Police Commissioner in Baltimore City who devoted 50 years of his life to public service. The Institute provides customized training programs that combine field practice, training, education and cutting-edge research on a broad range of justice issues in law enforcement, corrections, public and mental health and related social factors that contribute to the prevention of crime in urban communities. The Institute has three components: Training Academy, Advanced Academic and Certification Programs, and an Applied Research Program.

Athletics

Coppin State University is a member of the National Association of Intercollegiate Athletics, the National Collegiate Athletic Association, Division I, the Mid-Eastern Athletic Conference, and the Eastern College Athletic Conference. Intercollegiate athletics are a part of the total educational program and are consistent with the philosophy and purposes of the University. The University field varsity teams in baseball, basketball, bowling, soccer, tennis, indoor and outdoor track, and volleyball, while the intramural athletic program sponsors competition in basketball, volleyball, softball, and a variety of other athletic activities. The objectives of both the intercollegiate and intramural programs are to:

- help students develop and maintain excellence in character;
- provide opportunities for students in wholesome recreation and character;

- encourage the ideal of good sportsmanship;
- help students develop a spirit of togetherness as an outgrowth of team work; and
- help students master the fundamental skills which contribute to physical fitness and vocational potential.

The University is committed to meeting the educational needs of its urban population including traditional and non-traditional students, adult learners in the classroom, and residents in the community. Coppin is the first higher education institution in the state to assume responsibility for restructuring and administering a public elementary/middle school and high school in Baltimore City. It is the only higher education institution in the state to locate a public high school on its campus while serving as the operator. Through continued advancements in technology, Coppin State University will continue to infuse the understanding and use of emerging technologies into all teaching and learning practices, client management, and student services and institutional advancement operations. The renovation of existing facilities and the construction of new buildings equipped with the latest technology will provide a better infrastructure with which to foster excellence in teaching, research, scholarship and service.

II. STRATEGIC INITIATIVES

With legislative approval on April 13, 2004, Coppin State College was named Coppin State University, and its overarching vision given this important transition remains the application of the highest levels of academic excellence and creativity for the education and development of its students. While serving all of the state of Maryland, Coppin has special connections to first generation college students and to the city of Baltimore. As an institution, it seeks to embody excellence in urban education, in the use of technology to make learning more effective and its administration more productive, and in liberal arts teaching that contributes models for inner city academic achievement to the region and the nation.

Coppin State University's history and location allow it to perform a unique role within the University System of Maryland. The University is dedicated to serving primarily first-generation college students, many of whom face tremendous socioeconomic disadvantages and educational challenges. As an institution of higher education and a major public service provider, Coppin exemplifies a stellar role model and professional leadership and is at the forefront of advancing academic excellence, social equality, and the dream of a brighter future, particularly for African-American students from some of Baltimore's most economically distressed communities.

Institutional Goals

The 2013 – 2020 Strategic Plan has five strategic goals accompanied by sub-goals and action strategies that build on the strengths and chart the future of Coppin. The recent Special Review Committee Report included several recommendations that are addressed in Coppin's Implementation Plan. There is a renewed commitment to these priorities: recruiting a higher quality student population, revamping academic programs to create a niche reflective of today's market demands, increasing the number of students completing college and improving administrative operations.

The University's Strategic Plan sets a rigorous vision for moving Coppin forward with a strong focus on enhancing graduation and retention rates, reinvigorating our academic model, addressing critical workforce shortages, improving our stewardship, as well as enhancing our economic and fiscal effectiveness.

To address the goals in the University System of Maryland's Strategic Plan, the University has begun the process of aligning its strategic plan goals to the System's five themes and key goals/strategies. Based on our vision and mission, Coppin State University adopted the following overarching goals for FY 2016 through 2020. Only the goals without the tactical details are highlighted for this document. Additionally, the alignment of the institution's goals with those of the USM are included.

Consistent with our mission and keeping with the University System of Maryland recommendations and the Maryland Higher Education Commission, Coppin State University will pursue the following strategic goals:

I. Enrollment: Enhance the enrollment management enterprise;

II. Academic Transformation: Enhance the academic enterprise to ensure that students learn, are community engaged, graduate in four years or less, and are prepared to succeed in their future careers and other post-graduate opportunities;

III. Student Experience: Address the needs of our multigenerational student population by creating a campus environment that supports learning inside and outside the classroom and encourages community engagement;

IV. External Relationships: Maintain and establish external relationships and raise $1.85 million;

V. Resource Development and Stewardship: Develop infrastructure for continuous improvement of human and financial resources and facilities;

VI. Information Technology: Maintain and strengthen IT infrastructure to enable innovative uses of technology for educational and operational excellence;

VII. Middle State Reaffirmation: Strengthen assessment infrastructure required for Middle States reaffirmation; and

VIII. Data-Supported Decision-Making: Develop a culture of data-supported decision making.

Coppin State University aspires to be a preeminent Urban Comprehensive Historically Black Institution distinguished by its academic programs and its legacy of empowering students to be transformational leaders.

III. CURRENT AND PROJECTED NEEDS

The existing Coppin State University main campus (see Figure 3) [Lutheran Site not shown] consists of 14 buildings totaling 1,291,039 Gross Square Feet (GSF), 732,412 Net Assignable Square Feet (NASF). Table 5 summarizes various characteristics of the current facilities of the University, including their age, efficiency, and replacement and renovation values as of fall 2015.

Figure 3: Existing Coppin State University Campus Map

Table 5: CSU Inventory Size and Facility Condition Summary, Fall 2015

Bldg. #	Buildings	Yr. Const	Yr. Renov	Age	Bldg. GSF	Bldg. NASF	Eff %	Replacement Value	Cond Code	Renovation Cost
Academic Buildings (Function Codes 1, 2, 3, & 5)										
6	Grace Jacobs	1977		39	140,855	69,910	50%	$50,707,800	4	**$30,424,680**
14	Science & Technology Center	2015		1	150,443	72,501	52%	$87,206,750	1	**$87,206,750**
5	J.J. Auditorium	1972		44	36,265	17,971	50%	$23,572,200	4	**$23,572,250**
4	Science Center				52,190	30.410	58%	$30,009,250	4	**$40,512,488**
	Original Building	1967	1989	49	*35,550*	*				
	Addition	1989		27	*16,640*	*				
12	Physical Education Complex	2010			246,359	148,275	60%	$91,166,214	1	**$2,739,451**
11	Health & Human Services Bldg	2008		8	*168,106*	94,313	56%	$58,464,278	1	**$1,461,607**
	Academic Total				**794,218**	**308,198**	**53%**	**$341,126,492**		**$185,917,226**
Administrative Buildings (Function Code 4)										
7	Miles Connor Administration	1978		38	44,394	21,606	49%	$18,201,540	4	**$9,100,770**
1	*Murphy Center	1958	1989	58	36,270	20,555	57%	$9,920,235	4	**$4,960,118**
2	Moore Library	1961	1989	55	85,521	39,186	46%	$29,742,684	4	**$17,845,610**
13	**Hebrew Orphan Asylum	1875		141	34,000		0%		4	
	Administrative Total				**166,185**	**42,161**	**52%**	**$57,864,459**		**$31,906,498**
Student Affairs Buildings										
8	Dedmond Residence Hall	1992		24	89,731	61,892	69%	$31,206,846	3	**$3,120,685**
3	Tawes Center				55,940	34,587	62%	$24,613,600	4	**$14,768,160**
	Original Building	1966	1978	50	*22,552*	*				
	Addition	1978		38	*33,388*	*				
9	Daley Residence Hall	2001		15	108,360	73,962	68%	$37,685,681	2	**$3,014,854**
10	Talon Center (Dining Hall)	2003		13	42,965	28,544	66%	$13,697,257	2	**$2,739,451**
Student Affairs Total					**296,996**	**198,985**	**67%**	**$107,203,384**		**$23,643,150**
	Campus Total				**1,257,039**	**549,344**	**57%**	**$506,194,335**		**$241,466,874**

Condition Code:

1 Satisfactory, Normal maintenance
2 Remodeling not requiring more than 25% of replacement value
3 Remodeling not requiring more than 50% of replacement value
4 Remodeling requiring greater than 50% of replacement value
5 Demolition because structurally unsafe or unsound
6 Termination for other than unsafeness or unsoundness

*The Frances Murphy Research building is primarily used by Baltimore City Charter School, Coppin Academy.
**Hebrew Orphan Asylum is closed and structurally unsound.

The academic programs of the University are supported by five major buildings:

- *Grace Hill Jacobs Office/Classroom Building (GJ),* constructed in 1977, housing the departments from the College of Arts and Sciences and Education, College of Business, and Graduate Studies and providing multiple classrooms, a large lecture hall, academic support computer labs, and laboratories for art, psychology, and reading, as well as a television studio, media center, scenic production area, and graphic production rooms, among other facilities. Constructed in 2008, a Satellite Central Utility Plant (SCUP #1, Middle Campus) adjacent to and interconnected to Grace Jacobs**,** provides the central campus with state-of-the-art safe energy efficient heating and cooling systems.

- *James Weldon Johnson Auditorium Building (JWJ),* is 21,734 NASF/32,265 GSF at 67% efficiency. The building occupies a prime site at the southern end of the campus paralleling West North Avenue. The building was constructed in 1972. The building houses a 1,000 seat proscenium theatre, academic support spaces, classrooms, music practice spaces, offices, storage, and a small art gallery.

- *Percy Julian Science Building (PJ),* constructed in 1967, renovated and expanded in 1989, and former home of the Departments of Natural Sciences and Fine Arts. Currently closed and slated for renovation in FY2019 for the College of Business.

- *Health and Human Services Building (HHSB),* constructed in 2008, provides facilities that support: classrooms, labs, offices, diagnostic & treatment clinical services, early childhood demonstration suite, and other spaces to support the University's academic programs. These programs are within the College of Behavioral & Social Sciences (Applied Psychology & Rehabilitation Counseling, Criminal Justice, Social Work, and Interdisciplinary Studies), Honors College, and the College of Health Professions are all located in HHSB.
- *Science and Technology Center (STC),* completed in 2015, the STC houses science related disciplines including natural sciences, biology, physics, chemistry, general sciences, environmental sciences, preparing students to enter professional schools in dentistry, pharmacy, and medicine or to pursue careers in industry of science and technology. STC includes new academic space to support mathematics and computer science programs; thus providing state-of-the-art classrooms, lecture halls, computer labs, science labs, research areas, conference areas, multidisciplinary workshops, technical support spaces, office spaces, and other support services traditional to academic science and technology buildings. Also included in STC, is the third and final Satellite Central Utility Plant (SCUP #3, South Campus) which

provides the southern campus with state-of-the-art energy efficient heating and cooling systems.

Additional academic support facilities include:

- *Physical Education Complex (PEC),* this facility provides 148,275 NASF/246,359 GSF. And includes spaces for the University's physical education program, indoor/outdoor sports and recreational facilities, maintenance and related functions, and a Satellite Central Utility Plant (SCUP #2, North Campus). Adjacent to this facility is an outdoor track, tennis courts, and athletic fields. The new physical education wing includes a basketball arena with 4,100 seats, an eight-lane competitive pool, aerobics and weight training rooms, auxiliary gym, multipurpose space, racquetball courts, classrooms/labs, and appropriate support facilities.

  It is important to note that the PEC finally provides a single facility location supporting the physical plant functions of the University—central receiving, shops, storage, and administration. This building replaced the former Coppin Center which was demolished in 2011.

- *Parlett Longworth Moore Library (PM),* constructed in 1961 with an addition completed in 1975. P.L. Moore library holds the University's special collections, including the Library of American Civilization, the Maryland Collection, the Juvenile Collection, Afro-American Collection, and the Helene Fuld Collection, and providing various types of study spaces and University administrative offices, including the Office of the President.

- *Frances L. Murphy Research Center (FM),* constructed in 1958 as a demonstration school and renovated in 1989 to support administrative offices and special programs. This building was renovated in fall 2010 to consolidate Coppin Academy Charter High School into one facility.

The campus has an administrative, institutional support building:

- *Miles Washington Connor Administration Building (MC),* constructed in 1978, housing the administrative offices for Academic Affairs, Administration and Finance, Enrollment Management, and Institutional Advancement.

Student services are provided in:

- *J. Millard Tawes Center (JT),* constructed in 1966 and added to in 1978, including a bookstore and retail space, career placement services center, student activities, Office of Community Standards, Division of Student Affairs, student lounges, snack bar, fast food outlet, meeting rooms, game room, academic and administrative computer training lab, and offices for administrative staff and student leaders.

Student Affairs Buildings include two student residence halls and a central dining facility:

- *Dedmond Hall (DE),* constructed in 1993, with approximately 300 beds, lounges, and computer laboratories.
- *Daley Hall (DA),* constructed in 2001, with approximately 350 beds, lounges, and computer laboratories.
- *Talon Center (TC),* constructed in 2003, housing a dining hall, a café, convenience store, meeting rooms, auxiliary offices, and the Executive conference room.

Off-campus facility:

- *Hebrew Orphan Asylum Building (Lutheran Site),* constructed in 1875 and purchased by the University in 2003. This historic building is currently unoccupied due to extensive deterioration of the existing structure.

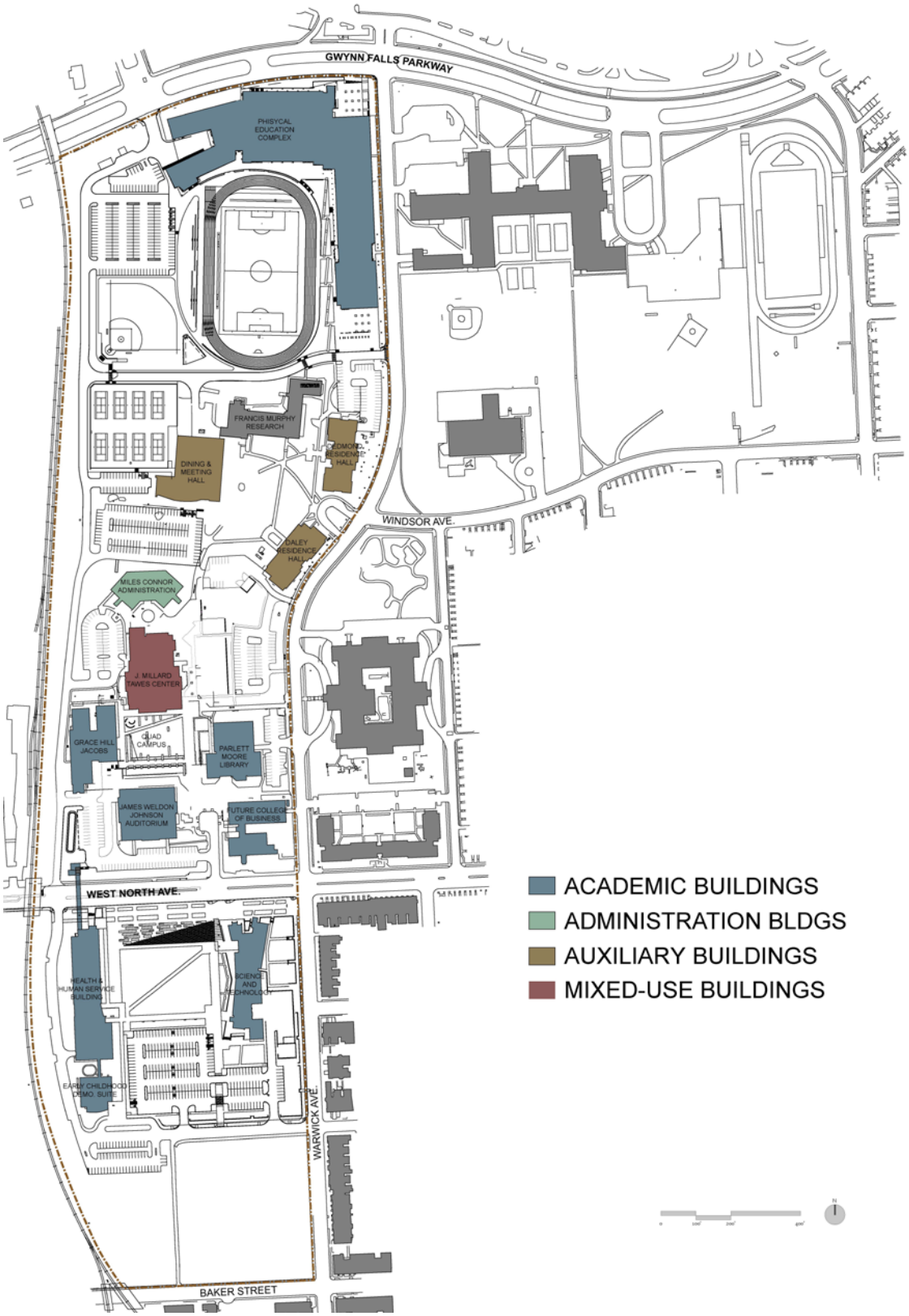

Figure 4: Coppin State Building Use

The previous 2009-2019 *Facilities Master Plan* called for continued expansion on the south side of North Avenue. The recently constructed Science and Technology Center was constructed on the southeast expansion area on south campus. This was completed after the acquisition of 210 properties that secured 7.5 acres for the University. The Health and Human Services Building (2008) was the first facility constructed on the southern expansion area. Also being planned for the south side of North Avenue is the new Living and Learning facility and a new College of Health Professions (CHP) facility to support the growing nursing program.

Figure 5: CSU Main Campus Boundary

Functional Adequacy and Condition of Facilities

Continuing the planning effort initially set forth in the Office of Civil Rights Report of the Independent Study Team on the Revitalization of Coppin State University, the University's Strategic Plan, and Coppin State University's previous Updated Facilities Master Plan 2009-19, presented below is a summary of the Capital Improvement Projects completed or in progress:

- Construction of Daley Residence Hall (Completed 2001)
- Construction of the Talon (dining and meeting) Center (Completed 2003)
- Completion of the three phase telecommunications/IT Upgrade project (2005)

- Completed of the façade improvements to the Connor Administration Building (2006)
- Completed the elevator addition to the Grace Jacobs (2006)
- Acquisition of the Lutheran Site (2003) and Demolition of unsafe structures (2008)
- Completion of the land acquisition and construction of the Health and Human Services Building (2008)
- Satellite Central Utility Plant (SCUP #1) Middle Campus (2008)
- Completed a three phase Utility Infrastructure/Fire & Security Project (2010)
- Completed of the land acquisition and construction of the Physical Education Complex (2010)
- Completed of design documents for the construction of a 500 car Parking Structure (2010)
- Data Centers upgrade (Completed 2011)
- Renovated France Murphy Research building (Completed 2011)
- Renovated Campus Quad (Completed 2011)
- Demolished Coppin Center (Completed 2012)
- Land acquisition to accommodate the construction of the Science and Technology Center on the south side of West North Avenue (Completed 2013)
- Completed the construction of the Science and Technology Center (2015)
- Grace Hill Jacobs OCL bathroom upgrades, ADA Improvements (2015)
- Daly Hall Structural Corrections (Completed 2016)
- Completed the construction of Elevator Tower, ADA Bridge Project (Completed 2016)

Since development of the previous 2009-19 Facilities Master Plan, Coppin State University successfully received funding to demolish the old Coppin Center, expand the campus across North Avenue, construct the new Science & Technology Center, and the HHSB ADA Bridge Elevator Tower connection. Of the remaining eight existing buildings in need of renovation, which total 530,412 GSF, one is a historical building built in the late 1800s, one constructed in the 1950s, three in the 1960s, three in the 1970s and only one in the 1990s. Three buildings on campus had additions, two were constructed in the 1970s and one in the 1980s, added another 113,184 GSF. Figure 6 shows the percentages of the University's on-campus building space by age.

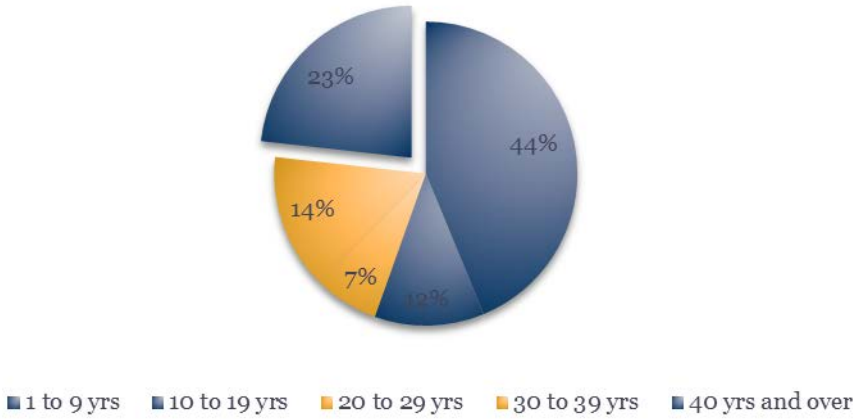

Figure 6: Percentage of Building Space by Age

Excluding the five buildings that have been constructed in approximately in the last 15 years, Daley Residence Hall (2001), Talon Center (2003), the Health and Human Services Building (2008), the Physical Education Complex (2010), the Science & Technology Center (new, 2015), the status of the remaining owned facilities is set forth in Table 6.

Table 6: Status of Building Renovations, 2015

Academic	**Construction Age**	**Renovation Status**
Percy Julian Science Center	49	1989, 27 yrs ago with addition
Grace Hill Jacobs Classroom	39	Never renovated
Parlett Moore Library	55	1975, 41 yrs ago with addition
James W. Johnson Auditorium	44	Never renovated
Administrative		
Miles Connor Administration	38	Never renovated, 1st floor updated 2014
Student Affairs Buildings		
Flossie Dedmond Residence Hall	24	Never renovated
Tawes College Center	50	1978, 38 yrs ago with addition

With the exception of Daley residence hall, the dining hall, and the recently completed academic facilities (the Health and Human Services Building, the Physical Education Complex, and the Science & Technology Center), are for the most part aged. Two of the other University's five core academic buildings, Grace Jacobs and Johnson Auditorium have never been renovated and are 39 and 44 years old, respectively. Although the two remaining academic buildings were renovated, one was done 27 years ago and the second occurred over 41 years ago (Table 6).

Further, the renovations that occurred as a result of additions provided to existing buildings were in large measure cosmetic or dealt principally with the interfaces between the old and new. For example, the addition to Parlett Moore Library provided study and stack space but did not include restroom facilities or a service elevator, leaving the entire facility inadequately underserved. The University, to the extent possible, has attempted to retrofit buildings adapting them to contemporary needs. However valiant those attempts have been, Coppin's facilities require substantial rehabilitation and expansion to meet its current and future programs. Table 7 summarizes findings relative to the current issues and deficiencies of each of Coppin's buildings, which are detailed in the following sections.

The overriding concern with such aged buildings is the ability of these facilities to accommodate:

- increased use of discipline-based simulated laboratory environments, flexible seating arrangements, and instructional technologies,
- increased emphasis on team work and collaborative learning,
- changing faculty and administrative work stations,
- increased reliance on administrative technologies,
- accessibility by individuals with disabilities,
- administrative, student, and facility support services,

as well as providing comfortable and healthy building environments for faculty, staff, and students. Table 7 summarizes findings relative to the current issues and deficiencies of each of Coppin's buildings. The analysis considers several dimensions of facility sufficiency and/or adequacy, including:

- Program Adequacy: Does the facility meet the current or foreseeable program needs of the occupants?
- Over/Under Size: Are the rooms in the facility consistent with guidelines regarding station sizes and or capacities?
- Location/Access: Is the facility with its occupants located on the campus in a way that facilitates user access or campus productivity?

- Safety/Code: Are the facilities in the building consistent with current regulatory standards and codes, including accessibility?
- Building Systems: Does the building have the necessary building systems? Do they appear functional or in good working order?
- Meeting Space: If appropriate to the needs of the occupants, is meeting space sufficient and/or adequate?
- Gathering Space: Does the building have sufficient and adequate space for informal interchange that enriches academic quality of life on campus?
- Storage: Is sufficient and adequate storage available to support instruction, research, offices, other functions, and the building in general?

Table 7: Summary of Building Issues or Deficiencies, 2015

Academic Buildings	Program Adequacy	Undersize Space	Location/ Access	Safety/ Code	Building Systems	Meeting Space	Gathering Space	Storage
Grace Jacobs Classroom Building	√	√	√	√	√	√	√	√
Johnson Auditorium	√	√	√	√	√	√	√	√
Julian Science Center (vacant)	√	√	√	√	√	√	√	√
Parlett Moore Library	√	√	√	√	√		√	√
Health & Human Services Building								√
Physical Education Complex								
Science & Technology Center								
Administrative-Institutional Support and Student Services	Program Adequacy	Undersize Space	Location/ Access	Safety/ Code	Building Systems	Meeting Space	Gathering Space	Storage
Connor Administration		√		√	√	√	√	√
Murphy Center	√	√	√	√	√			√
Hebrew Asylum Building (unoccupied)	√	√	√	√	√	√	√	√
Non-State Support Campus Related	Program Adequacy	Undersize Space	Location/ Access	Safety/ Code	Building Systems	Meeting Space	Gathering Space	Storage
Dedmond Residence Hall				√	√		√	
Tawes Center	√	√	√	√	√	√	√	√
Daley Residence Hall				√	√			
Talon Center								√

In addition to the age of the buildings, the second major concern is the number of small-utilized Coppin State University buildings. In an institutional environment, using 50,000 GSF as a guideline for the definition of a small building is typical. The number of small-owned buildings at Coppin State University

is significant (Table 8). Four of the 13 buildings, or 33%, are considered small, and these buildings provide 159,894 GSF, or 17% of the University's GSF. An additional four buildings are between 50,000 and 100,000 GSF and represent 283,382 GSF or nearly another 30% of the total University inventory of space.

Table 8: Distribution of Campus Buildings by GSF Size, 2015

		Total GSF	≤50K GSF	50K to 100K GSF	>100K GSF
Academic					
	Buildings	7	1	2	4
	GSF	879,723	36,265	137,711	705,763
Administrative					
	Buildings	2	2	-	-
	GSF	80,664	80,664	-	-
Student Affairs					
	Buildings	4	1	2	1
	GSF	296,636	42,965	145,671	108,360
***University Total**					
	Buildings	****13***	***4***	***4***	*5*
	GSF	***1,207,783***	***159,894***	***283,382***	***764,507***

*Does not include Hebrew Orphan Asylum (Lutheran Site)

Small buildings do not make efficient use of building sites. They lead to fragmentation of function and activities, reducing the ability of programs to build strong identities. In addition, they add considerably to utility usage and overall maintenance costs. Coupled with the age of the University's buildings, building size is an issue that must be carefully considered as the University and the state make decisions about renovation of a building versus demolition and new construction and/or divestiture of its land holdings, acquisition, and/or construction of new facilities. The campus has clearly demonstrated a need for both capital investments and for the renewal and reinvestment in existing facilities to address the existing deferred maintenance backlog.

Academic Buildings: Projected Facility Needs

Grace Hill Jacobs Office Classroom Building (GJ)

Function/Use: Grace Hill Jacobs Office Classroom Building (OCL), constructed in 1977 and containing 140,855 GSF, 69,586 NASF, with two wings: The classroom wing is three stories above ground and two stories below ground, while the office tower wing is eight stories above ground and two stories below ground. A mechanical

penthouse floor is at the top of the office tower wing. In 2006, a bank of three elevators (two operational and a shaft for a future third elevator) was added to the office tower wing.

The two floors below grade are largely devoted to mechanical and support services, and very little is included as assignable space, although they do support the Office of Information Technology and the Office of University Relations. Currently, the Grace Hill Jacobs building houses offices and support spaces for the programs and departments in the College of Arts & Sciences and Education, College of Business, Graduate Studies, and University College. It provides general classrooms, academic support computer labs, and various class laboratories, among other facilities.

Grace Hill Jacobs has never been renovated. In addition to completing building systems upgrades and/or replacements, this building requires major renovations to right-size classrooms and class labs; provide adequate departmental office suites with reception areas, administrative workrooms, secure file storage, and conference rooms; furnish faculty and staff with appropriately and competitively sized offices and work stations; make available useful lounge facilities, and build-in appropriate building support spaces. Most of the classrooms have modest technological capabilities. The office floors present additional problems. Each floor consists of two narrow corridors with office space located on each side. The interior offices have no windows and lack adequate ventilation. Undersized offices and no reception space force students, faculty, and/or staff to stand in the corridor while waiting to see a faculty member. The insufficient number of offices precludes meeting current needs and does not address planned growth of the University.

- Most of the classrooms are of the same size (25-35 tablet armchair seats) with modest educational technology capability. The room sizing under the movable table arrangement results in room capacities that do not promote efficient instructional delivery. Several classrooms are separated by inadequate 1970s non-acoustical “folding partitions.” Additionally, the room proportions (length to width ratios) do not lend the room to proper orientation of the seating to the “front of the room.”
- Insufficient space is available to provide specialized discipline learning environments, including class laboratories and open laboratories.
- Insufficient space is available to support research and sponsored program efforts of the University.
- The five office floors present a series of office support problems. Each floor consists of two narrow double-loaded corridors with office space on each side of the corridor. The interior offices have no windows and lack adequate ventilation.
- All offices are undersized, an average of less than 118 NASF compared with recommended allocations of about 140 NASF. Fully occupied, the University has had to resort to using storage rooms (under 100 NASF) as faculty offices. Inadequately sized conference rooms must be

shared by all the units on the floor and, with no ownership they are not maintained as professional spaces. They are also worn from overburdened use. Administrative support space, including reception areas, administrative workrooms, and office storage are completely inadequate sized and insufficient. Lounges at the north end of each floor open to both faculty and students appear seldom used because of their unappealing location, access, and amenities. The corridors are narrow and are not conducive to informal communications or meetings between faculty and faculty and students.

- Because of insufficient and non-contiguous office space, discipline identities have been fragmented, making it difficult for visitors to locate individuals or departments.
- There is no service elevator in the building.
- Inadequate technology connectivity is available throughout the building.
- The mechanical systems require complete upgrading.

James W. Johnson Auditorium (JWJ)

Function/Use: Constructed in 1972, the James Weldon Johnson Auditorium is located at the center of the Campus Square along North Avenue. This 36,265 GSF, 17,971 NASF building (60% efficient) has one story above ground and one story below ground. It has never been renovated. This building provides the campus's only assembly venue—a 975 seat auditorium with a 40 foot proscenium stage, as well as performance support spaces, classrooms, music class and open labs, an art exhibit space, and offices. Except for the Coppin Center gymnasium, the auditorium is the only other major seating venue on the campus. It is also used by community and city-centered programs including religious gatherings on Sundays.

In 2009, Theatre Projects Consultants completed a comprehensive functionality assessment and its results are condensed here:

> It was clearly a low-budget construction project, with very limited programmatic expectations, at the time of its design. Usage and academic programs have grown significantly since its conception.
>
> A summary of assessment issues follows:

- The auditorium is too large and lacks the necessary intimacy to support student performances.
- Audience sightlines and acoustics are also wanting as compared with other modern facilities.
- Although appropriate in size for some large events, the auditorium capacity is too small for the high-profile visiting events that the University has identified they would like to bring to campus as part of their outreach programs.
- The stage and auditorium have exceedingly poor performance-support systems, which need replacement. These include lighting, sound, rigging, projection, and similar technical facilities required for public presentations.
- The building lacks rehearsal studios essential to performing arts instruction and learning.
- The building lacks technical spaces and workshops needed for performing arts support and teaching.
- The classrooms are bleak, uninviting, and lack basic teaching and information technologies.
- The overall impression created in the public areas is a poor representation for the campus -- including issues resulting from a tiny lobby area, very few public amenities, and a tired overall appearance.
- JWJ exhibits a number of blatant code violations, especially with respect to the American with Disabilities Act, but also likely for other building codes' scope.

The conclusions and recommendations of Theatre Projects Consultants follow:

- The JWJ cannot be renovated to properly serve the Music and Theatre Departments [sic Programs] at any cost. These programs should receive appropriately designed, newly constructed facilities as soon as possible.
- The new Music and Theatre facilities require rehearsal studios and smaller performance venues for their academic mission. All academic departments should be moved from the JWJ ["Johnson Auditorium"] building entirely and be given new facilities that centralize their activities.
- Consideration should be given to housing Dance (currently at the Physical Education facility) within the proposed new performing arts facilities.

- Given the questionable quality and age of the JWJ building, any remedial work should be precisely targeted for urgent remedies to solve a short-term life expectancy. Even a very limited remedial scope is likely to cost many millions of dollars.
- Performance systems are among the first items to replace. These include audience seating, lighting system, sound system, stage rigging, and projection. Although replacement and associated infrastructure costs are likely very high, the building's central performance functions cannot continue as currently equipped.
- Notwithstanding the remedial work suggested, the JWJ building should be put on a timeline for demolition.

In summary, the study's recommendations include the following next steps:

- Design and construct appropriate new facilities for the arts departments as quickly as possible. Remove these programs from the building at the earliest opportunity.
- Address urgent issues with building systems and code violations to keep the building viable for the short-term.
- Make the necessary face-lifts and take stopgap measures for the daily teaching and public functions to improve environments and overall impressions.
- Plan replacement construction for a campus large assembly space and, ultimately, the demolition of the Johnson Auditorium Building as soon as practical.

Percy Julian Science Center (PJ)

Function/Use: The currently vacant Percy Julian Science and Art Building is located at the southeast corner of the Coppin State University campus on the northwest corner of North Avenue and Warwick Avenue. The original building, completed in 1967, and constructed as a 35,550 GSF rectangular, four-story, reinforced concrete building with supplemental steel framing. In 1989, a 16,640 GSF two-story, plus ground floor, addition south of the original building was constructed with cast in place, reinforced concrete floor slabs and a steel framed roof. The building consists of two wings, one three-story and the other a four-story structure, with a common space connector (lobby at the ground level and corridor above). The building also houses two classrooms (one with 28 seats and one tiered with 100 seats), a large gathering/display area, and a computer classroom (24 stations). The general appearance and ambiance of the entrance/first floor spaces are inviting and attractive. The existing space, however, marginally meets the current needs of both departments housed in the building. Any expansion or growth in the existing programs or the development of interdisciplinary programs in the field of sciences, management sciences, computer science, information systems, etc. could not be accommodated in this facility.

The Percy Julian Science & Art building renovation for the College of Business is very much a priority of the University. The Percy Julian Science building has never functioned very well for its intended purpose and, with the completion of the new Science and Technology Center (2015), we hope to be able to renovate this otherwise sturdy building for the College of Business. The proposed renovated facility will support: state-of-the-art classrooms, specialized class laboratories, open labs, research space, faculty offices, academic departments, academic/business resource centers, student-support services, lounge, and shop/storage.

The project underscores Coppin's commitment to the academic disciplines and professional practice associated with the College of Business; extends the University's covenant to the community through expanded opportunities to serve the business, economic development and educational needs of the area; serves as a state-wide resource in the development, research and training of the best urban educational practices in basic, special, and adult education; reflect identifiable rationales for occupant and use relationships; and supports and enhance the quality of academic life for students, faculty, and staff.

Parlett Longworth Moore Library (PM)

Function/Use: A five story structure, totaling 85,521 GSF, 39,186 NASF, constructed in two phases: the original building was built in 1961 containing 22,365 GSF and the addition of 63,156 GSF in 1975. The building houses the University's library collections, reading, study, and browsing areas, and support services. In addition, the building houses the offices of the president, eight smart general-purpose classrooms, three computer laboratories, and the president's conference/multi-purpose meeting room.

The University manages with the services and resources available within constraints of the existing facility:

- When the addition was made to the library, no service elevator was provided for the addition, so service access to the third and fourth floors must be accomplished with the passenger elevator.
- The library only has patron toilet facilities on the ground and second floor; none of the other three floors of the library have patron toilet facilities. The University has provided an ADA

accessible toilet on the ground floor, but patrons must leave the Library proper to use this facility and re-enter when complete.

- Although designed with a seating capacity of 750, the amount of space available should accommodate only 117 under current study station guidelines. The library's ability to meet current campus population is maximized and marginally accommodated in both number and space. No group study facilities are available to meet the growing demand for collaborative study.
- Ambiance of the library space is "stark" and not inviting.
- No lounge space is available.
- Being an all-electric building results in high operating costs. General wear and tear of original finishes and furniture requires attention.

Health and Human Services Building (HHSB)

Function/Use: This 168,106 GSF, 94,452 NASF facility, constructed in 2008, is the largest campus academic facility south of North Avenue that houses state-of-the-art facilities including: classrooms, a 60 and 100 seat lecture hall, class laboratories, offices, diagnostic & treatment clinical services, early childhood demonstration suite, and other spaces to support the University's academic programs. These programs are from the College of Behavioral & Social Sciences: Applied Psychology & Rehabilitation Counseling, Criminal Justice, Social Work and Interdisciplinary Studies. Other occupants include Honors College and other academic support services.

Science & Technology Center (STC)

Function/Use: This four story, 150,443 GSF, 72,501 NASF building, constructed in 2015, houses science related disciplines including natural sciences, biology, physics, chemistry, general sciences, environmental sciences, preparing students to enter professional schools in dentistry, pharmacy, and medicine or to pursue careers in the industry of science and technology. STC also includes new academic space to support mathematics and computer science programs; thus providing state of the art classrooms, lecture halls, computer labs, science labs, research areas, conference areas, multidisciplinary workshops, technical support spaces, office spaces, and other support services traditional to academic science and technology buildings.

Administrative-Institutional Support Buildings

Miles W. Connor Administration Building (MC)

Function/Use: This 44,394 GSF, 21,606 NASF facility, with a partial basement and three floors was constructed in 1978 serving as the University's central administration building, housing the Vice Presidents for Administration and Finance, Institutional Advancement, Admission, Registration, Recruitment, Academic Advisement, Financial Aid, and Counseling and Student Development.

Issues:

- The building is overcrowded. In many cases, to enter or exit an office requires moving through another office or space. In addition, due to limited space, workstations block means of egress from a suite, a code violation.
- The number of private offices is insufficient. The majority of workstations use "aged equipment and furnishings" in their "bull pen" arrangement which do not accommodate the functional needs in both layout and size of workstations as well as being ergonomically deficient.
- Work space and storage space is insufficient throughout the building, including the campus technology equipment and administrative offices.
- The entrance lobby lacks warmth and appeal, is cluttered, and does not provide the first time user with a "sense of place" or orientation as to where to go for information and services. Vending machines occupy the hallway leading to the elevator.
- Inadequate technology connectivity exists throughout the building.
- No service elevator is available, and only one passenger elevator is provided. It is inadequately sized to accommodate some equipment that must be transported in the building.

Renovations and corrective action was required for the Miles Connor Administration building façade, which was completed in 2006. The project involved the demolition of existing panels, replacement of brick panel façade, including associated wind bracing, replacement of malfunctioning fan coil units, and the installation of a new brick façade. Masonry repairs to the stairs and foundation was also done to correct structural cracks.

In 2012, the University completed the Data Center Expansion project; which involved updating the existing load and system capabilities for growth and redundancy in both the main data center (located on the third floor of the Connor Administration Building) and the second data center (located in Grace Hill Jacobs building).

In 2014, the University renovated some areas on the first floor to right size spaces and to make it more user friendly. This only highlighted the need to completely renovate the entire building and turn it into a functional building for faculty, staff and students.

Frances L. Murphy Research Center (FM)

Function/Use: Frances L. Murphy Research Center containing 36,270 GSF/20,556 NASF, was constructed in 1958 as a demonstration school and renovated in 1989 to include classrooms, administrative support offices, and special programs like Student Services and Upward Bound. In 2010, F.L. Murphy was renovated to accommodate Coppin Academy a Baltimore City Charter High School.

In 2004, a building condition survey was completed by Myers Engineering. This survey concluded that:

- Murphy is totally unsuited for anything except that for which it was originally designed, i.e., an elementary school without central air conditioning. The building and area sizes, layouts, and particularly ceiling heights are inadequate for its efficient use in any capacity by the University.
- The building's vertical support systems and load ratings would not allow any increases in height or additions atop the existing roof without added members and foundations along with extensive demolition of existing areas and systems. In the same way, horizontal expansion or additions would appear to be possible in the southward direction, adversely impacting the character and function of that area of the campus and would require extensive demolition and modification of existing areas and campus systems.

The University plans to demolish the Murphy Research Center and the re-use of the site as a designated location for future residence halls. In the meantime, this building is currently occupied by Coppin Academy.

Hebrew Orphan Asylum Building (Lutheran Site)

The Hebrew Asylum building 34,000 GSF/18,700 NASF, built in 1875 is a historic building that has experienced an extended period of vacancy that resulted in the complete loss of physical interior and exterior functions. This building was purchased by the University in 2003 along with the off-campus Lutheran Hospital site. In 2008, the hospital site was demolished; however, the university could not demolish the asylum building due to its historic nature. The roof is in disrepair allowing water entry into the structure through roofing defects as well as through a large collapsed area in the center of the core. A complete loss of windows throughout the structure has required all window openings to be secured with plywood boards. The interior of the building has been temporarily stabilized with the installation of

scaffolding to support floors and ceilings throughout the structure. Finally, attempts to repair the entire roof have revealed serious failures of the entire structural system of the building from the roof to grade.

In March 2010, the Maryland Historical Trust registered the Hebrew Orphan Asylum in the National Register of Historic Places. During demolition and clearing operations, underway in 2008, to remove the substantial debris accumulated within the building from collapsed ceilings, and to remove abandoned and unsafe mechanical/electrical installations, it was discovered by the contractor on site that a portion of a roof support structure was unsupported and sagging adjacent to the collapsed skylight portion of the roof. As a result of conditions discovered at that time, a temporary shoring system was designed and constructed at that location to stabilize the roof locally. Due to extensive deterioration of the existing structure, a detailed study has been done by Whitney Bailey Cox & Magnani, LLC (WBCM) dated November 11, 2009.

Although the Hebrew Orphan Asylum is a striking and historic building, the conditions described above represent serious structural issues that must be remedied by installing new framing for the roof. This is the first step towards a complete renovation to bring it to useful occupancy condition. Stabilization of this facility will result in the buildings physical survival and the University's future use of the facility as an administrative or academic building. The WBCM engineering report was submitted to USM and Maryland Historical Trust in December 2009.

Non-State Supported Campus Related Buildings

Flossie Dedmond Residence Hall (DE)

Function/Use: This six story, 89,731 GSF, 61,891 NASF building was constructed in 1992. It contains 309 beds including laundry, kitchen, lounge, and recreation areas and management and security offices. It functions well, and, according to the 2009 Student Housing Feasibility Study prepared by Anderson Strickler, LLC, the only improvements required are replacement of both the roof membrane and the roof fans, which are a part of the functioning of the HVAC system and provision for ventilation in the elevator machine room. Moreover, all the furniture and finishes throughout the building are in a high degree of wear and tear.

J. Millard Tawes Center (JT)

Function/Use: With a partial basement and two upper floors, the 22,552 GSF Tawes Center was originally constructed in 1968 and expanded in 1978 by 33,388 GSF for student activities, more than doubling its original space to 55,940 GSF, and 34,586 NASF. The building currently houses a bookstore and retail space, a career placement services center, student activities, student lounges, fast food area, meeting rooms, game room, academic and administrative computer training lab, and offices for administrative staff and student leaders, and eating area for the Coppin Academy students.

- Although the basic building is sound, the basic physical problems are those of age: inaccessible elevators, restrooms, drinking fountains, exterior doors; along with aged building systems, high degree of wear and tear of finishes, and the inflexibility of spaces to accommodate changing student needs. The building appears to be a building of parts, none serving quite as well as it should. Service and delivery to all of the major functions is lacking—no loading dock, receiving area, nor a service elevator. Storage and meeting room space is inadequate.

The plan of the University is to construct a new Student Center on the site of the former Coppin Center, once funding becomes available. The Tawes Center will then be renovated as a student services center, providing the campus with a “one-stop shop” for admissions, financial aid, and registration.

Guilbert A. Daley Residence Hall (DA)

Function/Use: This seven story, 108,360 GSF, 75,373 NASF Residence Hall opened in fall, 2001 with 329 beds. The facility also provides a Student Health Center and combination of computer laboratory/lounge on most floors. It functions well, and, according to the 2009 Student Housing Feasibility Study prepared by Anderson Strickler, LLC, the only improvements required are replacement of two water pumps and provision for ventilation in the elevator machine room.

Talon Center (TC)

Function/Use: This two story, 42,965 GSF, 28,544 NASF building, constructed in 2003, houses a dining hall for over 400 students, a 70 seat café, convenience store, administrative offices for Auxiliary Services, meeting rooms, and an executive conference room.

Asbestos

For the most part, existence of asbestos on campus is minimal. According to the FY2000 report provided by the State of Maryland, asbestos conditions exist in the following buildings:

- Murphy Research Center—transite panels and pipes and roofing felt;
- Miles Conner Administration Center—VAT flooring and transite panels and pipes;
- Grace Hill Jacobs Center—VAT flooring and transite panels and pipes;
- Tawes Center—VAT flooring; and
- Dedmond Residence Hall—VAT flooring.

Accessibility

While the University has made ADA improvements since documented in the 2009-19 FMP, further corrective action is required, as outlined in the CSU American Disabilities Act: Transition Plan (2011). Per the plan, every building on campus with the exception of the three newest buildings (HHSB, PEC, and STC) all need upgrades. Improvements are needed throughout campus in the following categories:

- Accessible rooms;
- Reconfiguration of counters;
- Door hardware replacement and adjustments;
- Modifications to restrooms;
- Installation of ADA compliant drinking fountains;
- Exterior areas (paths of travel); and
- Compliant signage.

In addition, exterior areas of travel paths have uneven and wide joints in concrete on campus sidewalks which require attention for ADA compliance.

Assessment of Current and Projected Facility Needs

Assessment of the University's current and projected facility needs are based on (1) an understanding of the current use and condition of the Coppin State University facilities, (2) the University's articulation of its mission, strategic direction, and program projections, and (3) the Maryland Department of Budget and Management's Space Planning Guidelines.

The actual fall 2015 and projected fall 2025 planning data is set forth in table 9 and table 10 presents the facilities needs assessment relative to the Space Planning Guidelines. Table 10 incorporates the Science and Technology Center, and the demolition of the Coppin Center to provide open space for this portion of the campus.

Looking ten years out and taking into account the impact of new projects, the University shows deficits in a majority of space categories for which guidelines are available (rounded to the nearest 100 NASF):

- -13,400 NASF in classroom space,
- -35,600 NASF in class lab/laboratory space,
- -6,300 NASF in research space,
- -6,700 NASF in library space (deficits of -3,432 NASF in study space ,-3,727 NASF in stack space, and 466 NASF in processing space
- -3,600 NASF in media production space,
- -31,700 NASF in assembly space,
- -2,100 NASF in exhibit space,
- -1,600 NASF in health.

By 2025, with the projected changes in enrollment, instructional delivery, and other planning factors, these factors translate into a projected 2025-space deficiency of -40,760 NASF. This projection does not include hoc spaces for which State space guidelines are not provided. Table 10 displays these projected needs relative to guideline allowances for the major categories of space use. Classroom and class lab space is projected to be deficient up to 40% (class lab to nearly 36%). Library study, stack and processing/service reflect deficit of 20%, 22%, and 7% respectively. The library's media collection shows a nearly 75% deficiency relative to the guideline allowances.

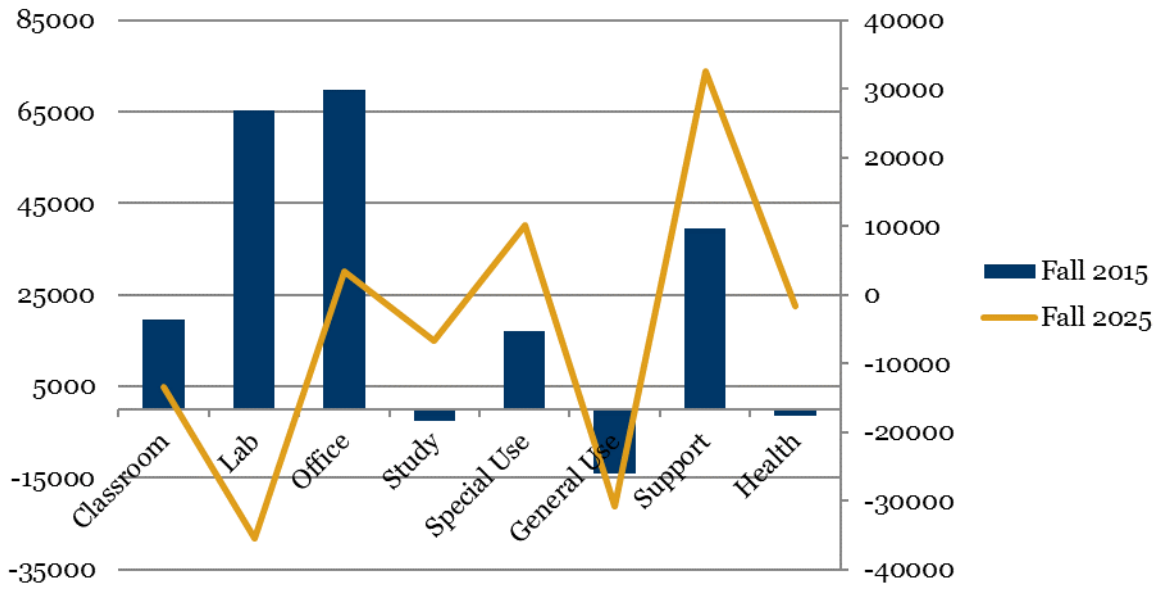

Figure 7: Projected Facility Needs Relative to Guideline Allowances

It is also important to note, that the space planning guidelines represents a level of sufficiency of campus space and not adequacy of space; since it is predicated on the assumption that the current space is both functional and adequate. Based on the condition findings presented above, this assumption does not hold for the existing facilities at Coppin. Thus the need for extensive renovation, as well as building replacement and new construction is critical to Coppin's plans for campus development.

Not reflected in this assessment are the real and projected demands for student housing. The University does expect to provide and support the need of additional on-campus student housing. A study completed by Anderson Strickler in November 2009 showed a current need for an additional 400 beds to meet the fall 2019 demand. The impact of the University's projected enrollment growth will only increase this demand by 2025.

Table 9: Space Planning Guideline Data, Actual Fall 2015 and Projected Fall 2025

Data Category	Fall 2015	Fall 2025
1. STUDENTS		
a. Dormitory Capacity	650	1,400
b. Total FTDE	1,805	2,448
c. Undergraduate FTDE	1,730	2,253
d. Law School FDTE	N/A	N/A
f. Graduate FTDE	75	195
2. ON-CAMPUS CREDIT HOURS		
a. Total Undergraduate Credit Hours	34,063	54,941
b. UG Credit Hours before 5PM	22,005	41,206
c. Total Graduate Credit Hours	2,530	4,736
d. Graduate Credit Hours before 5PM	561	1,894
3. ON-CAMPUS CONTACT HOURS		
a. Classroom Contact Hours before 5PM	19,285	41,635
b. Class Lab Contact Hours before 5PM	2,987	17,843
4. FACULTY & STAFF REQUIRING OFFICES		
a. Full-time Faculty	129	193
b. Part-time Faculty	131	85
d. Full-time Staff	333	526
f. Part-time Staff	56	110
g. FTE Faculty	162.00	221.33
h. FTE Staff	345.50	608.00
5. LIBRARY INFORMATION FACTORS		
a. Physical Bound Volume Equivalents	155,667	165,626
6. RESEARCH LAB SPACE FACTORS		
a. Module 'A' Programs (1,000 NASF)		
FT Faculty, Doctoral Programs (1.0)	0	0
FT Faculty, Masters Programs (0.5)	0	0
FT Faculty, Baccalaureate Programs (0.1)	9	19
b. Module 'B' Programs (650 NASF)		
FT Faculty, Doctoral Programs (1.0)		
FT Faculty, Masters Program (0.5)	0	9
FT Faculty, Baccalaureate Programs (0.1)	2	0
c. Module 'C' Programs	48	51
FT Faculty, Masters Programs		
	57	122

Table 10: Space Planning Needs Assessment, Actual 2015 and Projected 2025

	HEGIS CODE	2015					2025			
		Current Total	Allowance	Excess/ Deficit	Capital Addition	Projects Deletion	Projected Total	Allowance	Excess/ Deficit	Percent
Classroom	110	40,990	21,406	19,584	11,335	19,531	32,794	46,215	-13,421	-29%
Class Lab	210	77,819	19,782	58,037	27,100	25,761	79,158	124,901	-45,743	-36%
Open Lab	220	14,778	7,581	7,197	12,630	7,284	20,124	9,958	10,166	102%
Res. Lab	250	5,780	5,051	729	1,090	1,456	5,414	11,705	-6,291	-53%
Office	300	158,326	88,607	69,719	37,450	47,862	147,914	144,581	3,333	2%
Study	410	12,383	12,635	-252	2,870	2,088	13,165	16,597	-3,432	-20%
Stack	420/430	12,136	15,567	-3,431	700	0	12,836	16,563	-3,727	-22%
Proc/Serv	440/455	6,718	5,640	1,078	380	0	7,098	6,632	466	7%
Armory	510/515	0	ad hoc	0	0	0	0	ad hoc	0	0%
Ath/PE	520/525	76,255	56,056	20,199	0	0	76,255	62,589	13,666	21%
Spec Seat	523	12,160	12,160	0	0	0	12,160	12,160	0	0%
Media Pro	530	438	3,610	-3,172	1,175	438	1,175	4,742	-3,567	-75%
Clinic	540/545	1,584	1,584	0	1,850	0	3,434	3,434	0	0%
Demo Fac	550/555	21,090	21,090	0	0	10,577	10,513	10,513	0	0%
Field Bldg	560/565	0	0	0	0	0	0	0	0	0%
Animal Fac	570/575	1,866	1,866	0	0	0	1,866	1,866	0	0%
Greenh'se	580/585	1,727	1,727	0	0	565	1,162	1,162	0	0%
Assembly	610/615	14,898	30,610	-15,712	0	14,898	0	31,742	-31,742	-100%
Exhibit	620/625	4,118	3,578	540	165	1,233	3,050	5,144	-2,094	-40%
Food	630	18,211	18,211	0	0	0	18,211	18,211	0	0%
Child Care	640	0	0	0	0	0	0	0	0	0%
Lounge	650	18,557	17,237	1,320	2,110	1,571	19,096	16,177	2,919	18%
Merch.	660	7,719	7,719	0	0	0	7,719	7,719	0	0%
Recreation	670	3,855	3,855	0	0	0	3,855	3,855	0	0%
Mtg Rm	680	12,077	12,077	0	0	0	12,077	12,077	0	0%
Data Proc	710/715	5,621	2,500	3,121	2,230	2,030	5,821	2,500	3,321	132%
Shop/Stg	720/745	36,514	27,852	8,662	2,325	3,751	35,088	26,495	8,593	32%
Cen Serv	750	8,650	4,000	4,650	890	606	8,934	4,000	4,934	123%
Haz Mat	760	300	904	-604	0	0	300	864	-564	-65%
Health	800	4,030	5,494	-1,464	0	0	4,030	5,605	-1,575	-28%
Resident	900	133,937	133,937	0	0	0	133,937	133,937	0	0%
Other	050/080	20,277	20,277	0	0	0	20,277	20,277	0	0%
Other Org	90	0	0	0	0	0	0	0	0	0%
TOTAL		**727,193**	**562,613**	**170,201**	**104,300**	**139,651**	**697,463**	**741,161**	**-43,698**	

Planning Challenges

Despite the recent campus additions of the Health and Human Services Building, Physical Education Complex, and the Science & Technology Center, most CSU's remaining facilities do not meet the educational, administrative, and student related support needs typically associated with living and learning in the 21st century and found at other institutions—both within the state of Maryland and within its peers. Many programs, services, and functions are fragmented within buildings, across buildings, and even across the expanding campus:

- A substantial number of the campus buildings, especially those supporting the academic mission and student life and development, are inadequate, aged, and not located contiguously;
- In addition to a classroom deficiency, those within the older buildings are inadequate to meet the University's instructional delivery goals;
- Class laboratories are insufficient and inadequate to support discipline needs;
- Office space in older buildings is variously oversized and undersized, and inadequate; and
- Study and library facilities are worn and insufficient to meet long-term campus needs.

Substantial investment is still required to bring CSU's facilities in line with current needs, instructional and workplace technology, the planned enrollment changes, and the academic goals for instruction and research. CSU will continue to seek creative public-private partnerships and strong institutional alliances to optimize State and other resources.

IV. INSTITUTION DEMOGRAPHICS

Coppin State University's future direction has been translated into information and data that has been used to estimate the anticipated impact on its facilities. As this data is summarized, they show that Coppin expects:

- **Steady turnaround of enrollment growth** of about 1% a year, translated into an overall rate of approximately 9% over the ten-year planning period, and comparable growth in credit hours.

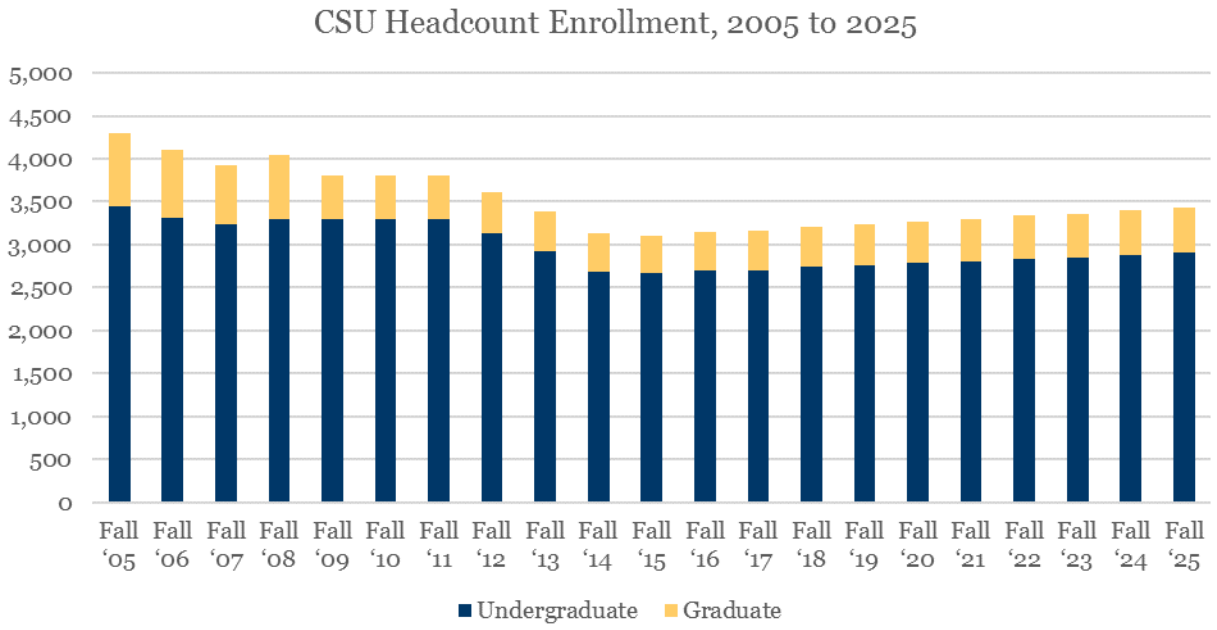

Figure 8: Coppin Headcount Enrollment, 2005 to 2025

Source: Maryland Higher Education Commission, 2016.

Over the past ten years, Coppin's overall enrollment has declined (Figure 8); as well as most institutions in Maryland. According to Maryland Equity Project[1], "Between 2009 and 2014, the number of new full-time entering freshmen at Maryland public and private institutions of higher education decreased by nearly 5,700, or 14%...the number of freshmen from Baltimore City, which has the lowest average income among Maryland's jurisdictions, declined substantially (45% between 2009 and 2014) despite no change in the number of public high school graduates from the City." This is especially true for Coppin as an HBCU whose first-time full-time (FT/FT) students are mostly low-income students from Baltimore City who receive federal subsidies.

[1] Popovich, J. (2015). Why is the number of college freshmen declining in Maryland? College Park, MD: Maryland Equity Project, The University of Maryland.

The projected growth of 9% overall is expected to differ significantly between the undergraduate level and the graduate level. Consistent with the Maryland Higher Education Commission (MHEC) projections, the University expects its undergraduate student body to reach 2,903 students by fall, 2025, growing about 1% to 2% a year. At the graduate level, headcount enrollments are expected by the University to increase 21% to 531 by fall, 2025, reflecting University initiatives related to transfer students, graduate enrollment, including new programs, increased external and internal funding for graduate financial aid and support, new and renovated facilities, and provision of housing options. The University expects its percentage of graduate students in its enrollment mix to reflect 15% of the student body by 2025 (see table 11). Overall, Coppin expects to have a total headcount enrollment of about 3,434 by the fall of 2025, with a full-time equivalency of 3,609, an increase of 47% over the planning period, reflecting the results of Coppin's efforts at student retention and graduation improvement on comparable, increased student credit hour loads. In terms of full-time day equivalent students, Coppin expects 2,448 FTDE, an increase of 36%, with more students attending during the day.

Table 11: Actual and Projected Fall Headcount and Full/Part-Time Enrollment and Full-Time Equivalent Enrollment

	Actual Fall '05	Actual Fall '06	Actual Fall '07	Actual Fall '08	Actual Fall '09	Actual Fall '10	Actual Fall '11	Actual Fall '12	Actual Fall '13	Actual Fall '14	Actual Fall '15	10-yr % Change	Projected Fall '25	10-yr % Change
Headcount														
UG	3,451	3,310	3,242	3,291	3,301	3,298	3,295	3,127	2,920	2,684	2,668	*-23%*	2,903	*9%*
GR	855	794	690	760	500	502	518	485	463	449	440	*-49%*	531	*21%*
Total	4,306	4,104	3,932	4,051	3,801	3,800	3,813	3,612	3,383	3,133	3,108	*-28%*	3,434	*10%*
% GR	20%	19%	18%	19%	13%	13%	14%	13%	14%	14%	14%		15%	
Full-Time Equivalent														
FTE Total					3,110	3,148	2,980	2,939	2,716	2,548	2,448	*-28%*	3,609	*47%*
FTDE Total					1,895	1,943	2,144	2,142	1,953	1,809	1,805	*-19%*	2,448	*36%*

Source: Office of Institutional Research

Table 12 further presents Coppin's current and projected fall scheduled student credit hours ("SCH") and weekly student contact hours ("WSCH") and compares them with similar credit hour production data. The University expects that it will produce about 91% of its total SCH on-campus and before 5:00 p.m. About 87% of its undergraduate credit hours are expected to be produced during the day, while 238% of its graduate credit hours are expected during the day. The ratio of WSCH to SCH provides an indicator of

time commitment on the part of the student relative to the credits that will be earned toward completion of the degree. As Coppin renovates its existing facilities, adding much needed facilities to support its academic programs, students will continue to be asked to spend more contact time in campus instructional facilities in activities related to their learning, as shown by the ratio of WSCH to SCH. By the fall of 2025, this University–wide ratio is expected to stabilize at a rate of 1.38.

Table 12: Actual and Projected Total Credit Hour Production, On Campus Before 5:00pm, Fall Student Credit Hour Production, and Weekly Student Contact Hour Production

		Actual Fall '10	Actual Fall '11	Actual Fall '12	Actual Fall '13	Actual Fall '14	Actual Fall '15	5-yr % Change	Fall '25	10-yr % Change
Total SCH	UG	43,485	42,997	40,671	37,194	36,111	36,063	*-22%*	54,941	*61%*
	GR	2,9795	2,909	2,903	2,832	2,716	2,530	*-15%*	4,736	*87%*
	Total	46,460	45,906	43,574	40,026	38,827	36,593	*-21%*	59,677	*63%*
Day SCH	UG	28,240	32,166	30,684	28,156	22,984	22,005	*-22%*	41,206	*87%*
	GR	720	673	921	914	568	561	*-22%*	1,894	*238%*
	Total	28,960	32,839	31,605	29,070	23,552	22,566	*-22%*	43,100	*91%*
% Day SCH		62%	72%	73%	73%	61%	62%		72%	*17%*
Day WSCH	Lecture	33,830	23,038	22,006	23,069	21,282	19,285	*-43%*	41,635	*116%*
	Lab	6,221	3,166	3,112	3,030	2,987	2,826	*-55%*	17,843	*531%*
	Total	40,051	26,204	25,118	26,099	24,269	22,111	*-45%*	59,478	*169%*
Day WSCH/SCH Ratio		1.38	0.80	0.79	0.90	1.03	0.98		1.38	
% Lecture WSCH		87%	84%	88%	88%	88%	87%		70%	

Source: Office of Institutional Research

As indicated, Coppin expects that its students will spend more contact time in lab environments, both scheduled directly with classroom time and in unscheduled open time when labs are available for independent study, although the amount of unscheduled lab time has not been estimated. Table 12 also presents actual and projected fall scheduled WSCH. Currently only about 13% of the scheduled WSCH are associated with scheduled labs, and by 2025, 30% of the scheduled WSCH are expected to be associated with scheduled lab environments campus-wide.

- Continued modernization of instructional delivery, incorporating the changes in technology for teaching and learning, providing specialized learning environments, and setting higher requirements for "lab" work.

Part of the University's strategy to strengthen its academic programs is to achieve an overall student/faculty ratio at approximately 12 to 1 and to maintain its staff to faculty ratio to 2.17. Table 13 shows the actual and projected full-time, part-time, and FTE faculty for the University. Finally, Table 14 shows the current estimated and projected full-time, part-time, and FTE staff for the University.

Table 13: Actual and Projected Full-Time, Part-Time, and Full-Time Equivalent* Faculty

	Actual Fall '14	Actual Fall '15	Projected Fall '25	10-yr% Change
Full-Time	144	129	193	*50%*
% Full-Time	52%	50%	69%	
Part-Time	132	131	85	*-35%*
Total	276	260	278	*7%*
FTE Faculty	188.00	173.00	221.33	*28%*
FTE Student/Faculty Ratio	14	14	12	*-17%*

Source: Employee Data System File Generated from Human Resources
* FTE = FT + PT/3

Coppin Academy, with a projected enrollment of 400 high school students, is expected to have a continued presence on Coppin's campus. These students will be supported by 33 full-time teachers and 6 full-time staff (Table 14).

Table 14: Actual and Projected Full-Time, Part-Time, and Full-Time Equivalent* Staff and Coppin Academy Faculty and Staff

	Actual Fall '14	Actual Fall '15	Projected Fall '25	*10-yr % Change*
Full-Time	422	333	526	*58%*
% Full-Time	85%	86%	83%	
Part-Time	77	56	110	*96%*
Total Headcount	499	389	636	*63%*
Total FTE Staff	447.67	351.67	562.67	*60%*
FTE Staff/Faculty Ratio	2.38	2.04	2.54	*25%*
Coppin Academy (full-time)				
Faculty	33	33	43	*30%*
Staff	6	6	7	*17%*

Source: Employee Data System File Generated from Human Resources; Coppin Academy Principle

* FTE = FT + PT/3

Part of the University's strategy to maintain and enhance the strength of its academic programs is to develop the University's Parlett Moore Library as a comprehensive resource. Table 15 shows the actual library collections from 2010 to 2015, as well as the respective Physical Bound Volume Equivalents ("PBVE") used to equate the various types of materials in the collection. Over the past five years, significant weeding of the collection has taken place and, the library is currently planning to build its collection, using as its guide the American Library Association's standards. The University plans for collection development include increasing the library's holdings to a level of 165,626 PBVE by fall, 2025, or by 18%.

Table 15: Actual and Projected Collection of Parlett Moore Library

	Actual Fall '10	Actual Fall '11	Actual Fall '12	Actual Fall '13	Actual Fall '14	Actual Fall '15	5-yr % Change	Projected Fall '25	10-yr % Change
Collection Materials									
Books	88,731	89,820	91,398	92,091	93,405	94,474	*6%*	103,136	*24%*
Bound Periodicals	24,573	24,573	24,774	24,981	24,780	25,234	*3%*	26,000	*10%*
Docs/Pamphlets	-	-	-	-	-	-	-	-	-
Microfilm Reels	24,392	24,718	25,111	24,543	24,543	24,543	*1%*	22,548	*-3%*
Records	-	-	-	-	-	-	-	-	-
Maps	-	-	-	-	-	-	-	-	-
Maps in Cases	-	-	-	-	-	-	-	-	-
Microforms (nonreel)	267,663	267,735	267,760	267,729	267,729	267,729	*0%*	284,000	*6%*
Unbound Newspapers	-	-	-	-	-	-	-	-	-
Bound Newspapers	-	-	-	-	-	-	-	-	-
Reference Books	4,828	4,977	5,173	5,459	5,459	5,459	*13%*	5,000	*3%*
Slides	-	-	-	-	-	-	-	-	-
Unbound Periodicals	705	705	705	705	705	705	*0%*	800	*13%*
Video Disks	353	425	431	446	446	501	*42%*	-	-
Audio Tapes	575	576	576	1,730	1,730	1,759	*206%*	3,772	*161%*
Computer Diskettes	-	-	-	-	-	-	-	-	-
Compact Disks	-	-	-	-	-	-	-	-	-
Video Tapes	1,345	1,215	1,215	1,215	1,215	1,215	*0%*	1,500	*9%*
PBVE	**148,107**	**149,768**	**152,298**	**154,186**	**155,258**	**157,309**	***2%***	**165,626**	***13%***

Source: Parlett L. Moore Library

V. CAMPUS ANALYSIS

INSTITUTIONAL DESCRIPTION

Coppin State University's tree lined 65-acre campus is located in the west central section of the City of Baltimore, a quiet setting in a busy city along West North Avenue. The University owns the 7.4 acre, former Lutheran Hospital site, located slightly more than 1½ miles to the south of the Coppin campus in the Rosemont community. Coppin State University is emerging as a comprehensive institution of higher education, with a strong sense of commitment to provide a variety of public service programs for the community.

The physical campus is split into a north section and a south section by West North Avenue. The southern section of the campus is bounded by Warwick Avenue to the east, the railroad tracks to the west, Baker Street to the south, and North Avenue on the north. The University recently finished the acquisition of 210 properties within these boundaries to complete the southern section the University. This part of the southern section was occupied by mostly vacated row housing units. The northern section is bounded by Warwick Avenue and three public schools on the east, railroad tracks on the west, North Avenue to the south and Gwynn Falls Parkway on the north. The University's continuing plan is to establish an appropriate physical presence on the south side of North Avenue so that it can extend its academic operations and better fulfill the community outreach dimension of its mission, while at the same time increasing and improving programs and services to its expanding student body.

Figure 9: Existing Coppin State University

LAND USE ANALYSIS

Following the proposed plan for campus development, Coppin State University has extended the northern section of the campus (north of North Avenue) to the Gwynn Falls Parkway. The Physical Education Complex now anchors the campus northern most border and acts as a gateway for this end of campus. This complex adds approximately 246,350 GSF facilities to the University, as well as, a new loop road allowing easier access to the north side of the campus, athletic fields, tennis courts, and parking. The Talon Center, located just south of the Physical Education Complex and adjacent to the residence halls was completed in 2003, and is approximately 43,000 GSF.

The development of the southern section of campus (south of North Avenue) is almost complete. The first building completed on this side of North Avenue was the 168,100 GSF Health and Human Services Building, finished in the fall of 2008. It was followed by the 150,443 GSF, Science and Technology Center (2015) and with capital investment a Living Learning Complex will be the final developed area on the southern section of campus. CSU worked with the city of Baltimore regarding street improvements along North Avenue and Warwick Avenue in order to effectively integrate the University's front porch along North Avenue and the area south of North Avenue to create safe pedestrian travel. Coppin's organizing vision as a highly visible institution in West Central Baltimore, with a front porch on both sides of North Avenue, has been fully realized.

The completed development proposed by the previous *Facilities Master Plan* continues to organize this emerging presence into three major open areas of the campus, with identifiable and coherent functions and activities.

1. **Campus Square:** historic core of the campus (Quad)

    - Core humanities and social sciences academic programs and academic support programs
    - Student development programs and activities
    - Library
    - Student services
    - Campus administration
    - Surface parking

2. **Campus Mall** (area south of North Avenue to HHSB on the west and Baker Street on the south and the Science & Technology Center on the east)

    - Community related instructional programs and clinical services related to the education, health, and human services discipline
    - Programs related to community outreach
    - Science, computer science, and mathematics disciplines
    - Surface parking

3. **Campus Commons** (area north of the Campus Square and land up to Gwynn Falls Parkway)

- Residence halls and dining
- Physical Education Complex including related outdoor facilities
- Facilities Management (physical plant related facilities) including outdoor equipment and vehicle storage)
- Campus security
- Surface parking

OUTDOOR FACILITIES

The University's outdoor facilities, which were very inadequate six years ago, have been upgraded substantially with the completion of the Physical Education Complex at the north side of the campus. The Physical Education Complex (2010) has an eight lane 400 meter NCAA track and multi-purpose/soccer Field, a NCAA softball field, and eight tennis courts [to Coppin's outdoor facilities]. Additionally, the complex includes an approximately 14,000 sq. ft. outdoor entry plaza adjacent to Warwick Avenue. If the grassed area bounded by Dedmond Residence Hall, Daley Residence Hall, and the Talon Center, as well as the campus square between Moore Library, Johnson Auditorium, Grace Jacobs, and the Tawes Center are considered informal recreation spaces they would add 1.2 acres and .5 acres respectively. This translates into approximately 9.5 acres of green space.

In addition to buildings, Coppin requires sufficient outdoor space to accommodate physical education, athletic, intramural, and recreational activities. For purposes of determining land requirements, an allowance of 175 square feet per Full-Time Equivalent undergraduate student is used as a guideline for campuses where the majority of students are non-residential. This guideline represents less than 50% of the guideline used for residential campuses. With a projected Full-Time Day Equivalent (FTDE) undergraduate and graduate enrollment of 2,448 students, 428,400 square feet or approximately 5.70 acres would be needed. This amount is still nearly 110% to 73% more than the 7.8 acres to 9.5 acres respectively that Coppin currently has available.

Loop Road along the train tracks on the north side of the campus has also been extended; and now runs from Gwynn Falls Parkway across West North Avenue to Presbury and Warwick. This road now gives the campus access across West North Avenue to the south campus side where the Health & Human Services Building and the Science & Technology Center is located. A cross road (east to west) was also added just to the south of the Physical Education Complex and combined with the loop road greatly enhances access to all of the northern section of the campus (see Open Space Plan, Figure 10).

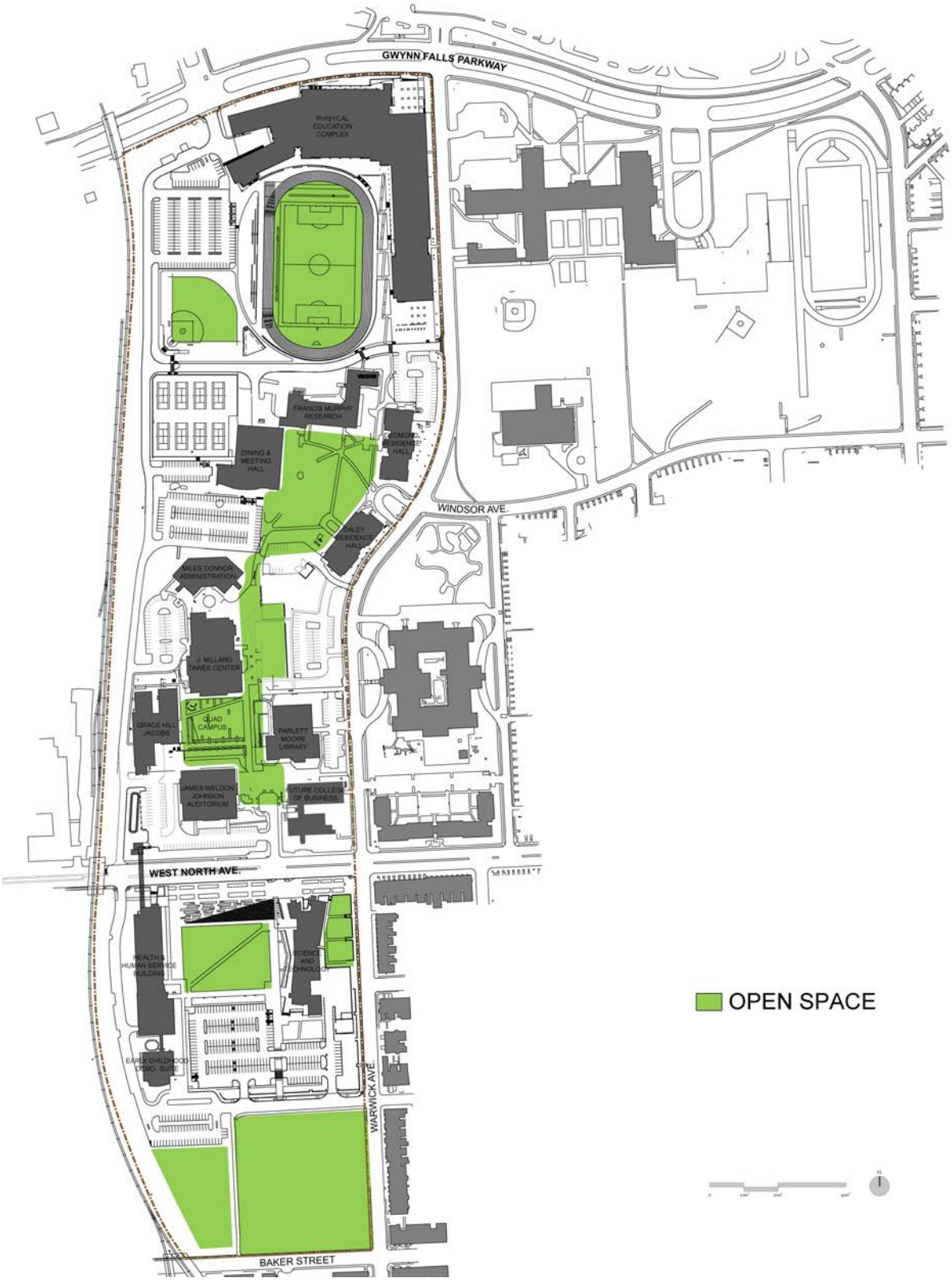

Figure 10: CSU Open Space Plan

The following are issues related to the campus exterior needs:

- The University is in need of improvements to sidewalks throughout the campus and exterior building façade upgrades, i.e., brick repointing, etc.
- The University, despite limited staffing and budgeting resources, does an admirable job in maintaining the grounds of the campus; however, due to their limited resources, improvements such as tree pruning, replacement of deteriorated plazas, street furniture (such as trash receptacles and benches), and either new or replacement landscaping is continuously deferred.
- The campus has a "hard edge" along Warwick Avenue. There is a need to further tie the campus' physical presence and relationship to the surrounding community (street frontage) along Warwick Avenue. This would include upgrading the lighting, landscaping, and sidewalks.
- A campus-wide signage and graphics system is needed to promote a consistent image and guide campus users. The design for this has been completed and will be implemented in the future as funding becomes available.

As previously documented in the University's 2009-2019 *Facilities Master Plan*, the University's outdoor facilities are woefully insufficient and inadequate to meet its current, much less future needs; this remains true despite the Physical Education Complex and its additional outdoor facilities. The baseball field that was located south of North Avenue has been removed and now no substantial outdoor facilities exist south of West North Avenue. Coppin's NCAA Division 1 baseball team does not have its own field/facilities and must play their home games off-campus. They further cannot practice on-campus together on a field and must use ad-hoc spaces on campus when available. Moreover, many community outreach programs rely on outdoor facilities to meet physical education program needs and although the PEC facilities will help, they are not enough to fulfill the needs of the University, especially on the southern section of campus. For the National Youth Sports Program, outdoor facilities are essential and are required for a grant award. Finally, outdoor recreation space to support the increasing number of on-campus residents is limited and additional space is needed now and in the future.

UTILITIES AND CAMPUS INFRASTRUCTURE

The previous *2009-2019 Facilities Master Plan* pointed out a number of existing utility concerns/deficiencies throughout the campus. The study was completed and work to upgrade and repair these concerns was started in 2006. The phased capital project "*Utility Infrastructure/Fire and Safety Project*" entailed the installation of a new underground pipe loop, new campus-wide fire/security system, new Satellite Central Utility Plant (SCUP), and new HVAC upgrades in the library; all of which was completed in 2012. The new piping is comprised of heating & cooling supply and return piping to loop services in all campus buildings from North Avenue to the Miles Connor Administration building, also referred to as the middle campus. The University will be capable of using the new loop system for future planned buildings located in the middle campus.

This project also required the replacement of main boilers and additional chillers, pumps and cooling towers. A central heating and cooling plant was constructed on the northern side of the Grace Hill Jacobs Building to house the additional equipment required for proper heating and cooling operations year round. Under this project, upgrades to electrical service on campus was addressed to accommodate future growth. The entire project was completed in three phases. Phase one's emphasis was on the OCL, Tawes, and the administration building piping, and campus-wide fire/security systems. Phase two's (SCUP#1) emphasis was on creating the loop from Grace Hill Jacobs to the auditorium, former PJ Science building, Parlett Moore Library, and the future Student Center. Phase three's emphasis was heating, ventilation, and air conditioning along with new flooring, upper and lower roofs, ceilings, automatic energy saving lighting system in the library.

With these upgrades in place, the University will further need to extend the infrastructure conditions, alignments, and corresponding upgrade requirements to SCUP #2 for all buildings on the northern campus (resident halls, PEC, and Talon Center). In addition, with the completion of the southern campus SCUP#3 on the site of Science and Technology Center the infrastructure conditions, alignments, and corresponding upgrade requirements to the Health & Human Services Building and all future buildings on the southern campus will need to be extended. This major mechanical loop project will need to be completed in two phases.

The campus also requires electrical feeder upgrades which include retrofitting the main switchgear with electronic fuses, replacing the A2/B2, A3/B3 and A4/B4 medium voltage feeders, replacing outdated medium voltage equipment at various buildings and installing a duct bank to provide an alternate path from the Electrical Vault to STC. This will improve the medium voltage system and is the best alternative because it addresses and fixes the current problems and deficiencies throughout the campus. The medium voltage feeders and equipment for many buildings including the main switchgear are well beyond their life expectancy and are at high risk of failure. By addressing replacement of these items prior to an emergency situation due to failure, the project allows for the work to be phased. This results in minimal power outages and therefore minimal effect on the operations of the University. These alternations will not only eliminate outages throughout the campus, but they are the most cost effective. New medium voltage feeders and equipment will make the electrical system reliable, safe and conform to today’s current standards.

INFORMATION TECHNOLOGY AND TELECOMMUNICATIONS

Coppin State University's IT Division are leaders in Information Technology and have been nominated and selected five times as Laureates in IDG's Computerworld Honors Program. Founded by International Data Group (IDG) in 1988, the Computerworld Honors Program is governed by the not-for-profit Computerworld Information Technology Awards Foundation. In its 21st year, Computerworld Honors is the longest running global program to honor individuals and organizations that use information technology to benefit society. Over the last seven years Coppin has received numerous technology awards from Computer World for Business Intelligence Systems, Storage Infrastructure, and Enhanced

911 system, the Innovator of the Year Award from the Daily Record, the President Award from Tegrity, the Innovation and Achievement in Analytics Award from IStrategy, and an Enhanced 911 award from Avaya.

Upgrades suggested in the previous *2009-2019 Facilities Master Plan* to the data centers in Miles Connor auditorium and Grace Jacobs were completed spring 2011. The required work to these data centers consisted of: interior gutting and reconfiguration, with raised access flooring in both centers. New electrical circuits, feeders, and wiring will be installed with emergency power off switches; uninterruptable power supply capacity will be increased or replaced; new fire detection and gaseous fire suppression systems will be installed; and stand-by generators will be installed at each center.

Other technology achievements over the last seven years included rollout of the campus-wide digital display for signage and emergency alerting, completion of redundant paths for network infrastructure and implementation of a backup wireless Internet connection for high availability, completion of Tier 3 Data Center and Student Data Center as part of the Science and Technology Center capital project, upgrade of the Campus Wireless Network to support 802.11ac with bandwidths up to 1300Mbps and upgrade of the Campus Backbone to 40Gb. Also the implementation of Skype for Business Unified Communications System with to the desktop E911 and a server based fax solution.

VEHICULAR CIRCULATION AND PARKING

The primary campus road access, Campus Loop Road, runs north-south along the western edge of the campus connecting to Presbury on the south and Gwynns Falls Parkway on the north. In addition, there is vehicular access to the east that connects Warwick Avenue to the Loop Road. With the expansion of campus to the south following the completion of the Science & Technology Center, the Loop Road was similarly created along the west edge of the site connecting to the loop road to the north over West North Avenue. As part of the plan to expand landholdings and facilities development to the south of West North Avenue, the campus has also provided east-west access connecting the Loop Road to Warwick Avenue (see Figure 11).

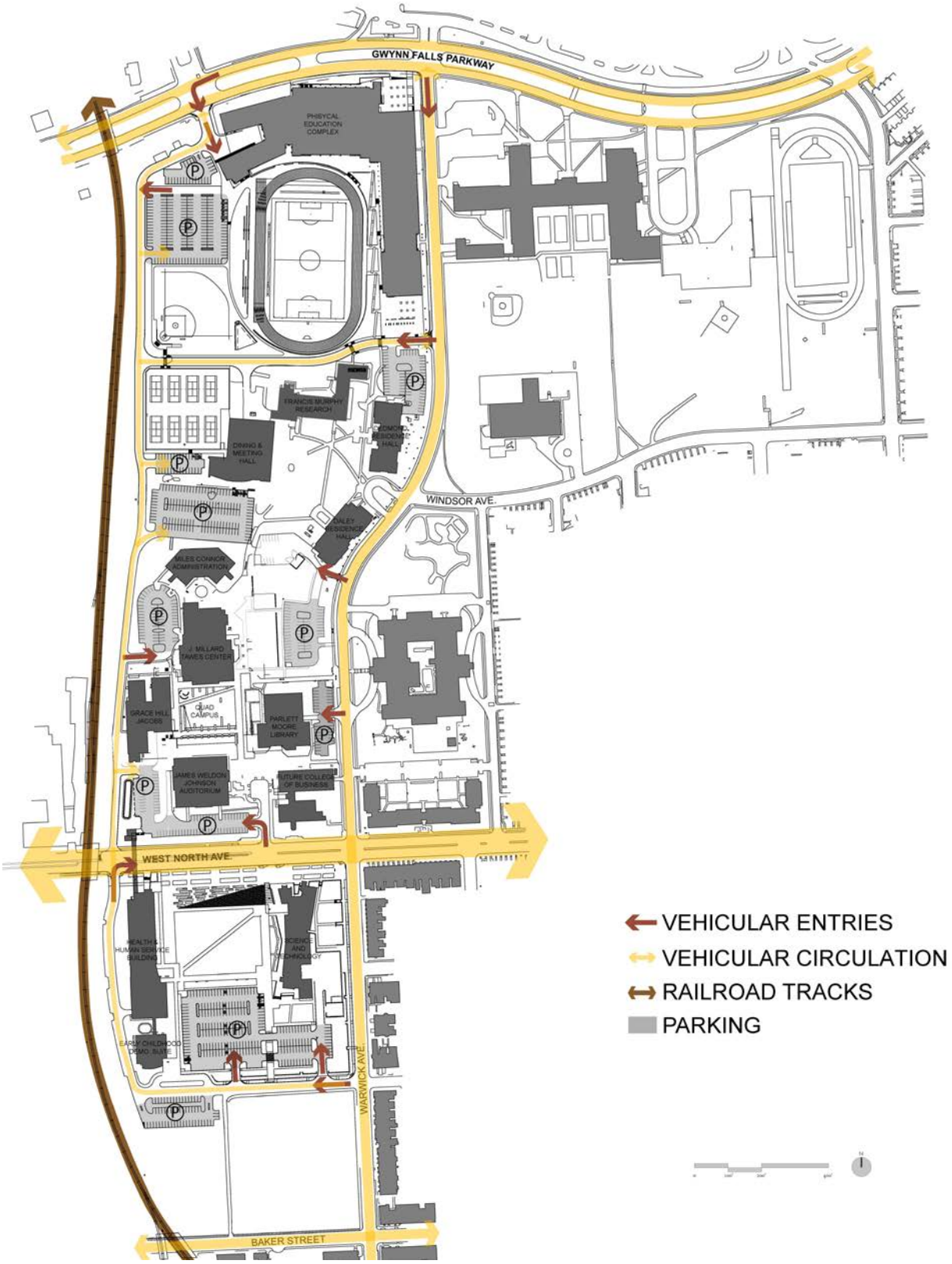

Figure 11: CSU Vehicular Circulation

The University's Office of Parking and Transportation Services (PTS), is responsible for the administration and enforcement of all parking regulations. Parking regulations have been implemented and designed to provide for the effective use of parking areas, the safe movement of motor vehicles and pedestrian traffic, and the general safety of the campus. Among other services provided by PTS, the University has a shuttle service "Eagle Express" a fixed route shuttle bus service operated during the academic year (see Figure 12). Currently there are ten surface parking lots providing parking for 950 automobiles; eight parking lots are located north of West North Avenue and recently completed lot (C) is between the HHSB and the new Science & Technology Center (see table 16). Included in the existing parking inventory are 37 spaces designated for individuals with disabilities, an amount totally inadequate to meet the projected needs of the University.

Figure 12: CSU Parking Lots & Shuttle Stops

Two guidelines are generally accepted by the State Department of Planning and Budget for determining a higher education institution's parking needs. No matter which of these guidelines is used, Coppin's current 950 parking spaces are inadequate to meet projected needs.

Table 16: On-Campus Parking Space Availability, 2015-2025

Parking Lot	Lot Type	Number of Spaces
A	Reserved (Gated)	24
B	Reserved/Visitor	71
C	Reserved/Unreserved	212
CS	Commuter Students	75
D	Reserved (Gated)	54
E	Housing Students	54
F	Reserved/Unreserved	147
G	Unreserved	29
H	Reserved/Unreserved	189
J	Students/Housing	77
Total		**950**

Based on a guideline that takes into account an increasing residential population, the formula provides:

- 0.8 space per full-time equivalent faculty member ("FTEF") +
- space per full-time staff member ("FTS") +
- 0.5 space per part-time staff member ("PTS") +
- 0.5 space per full-time day equivalent resident student ("FTDE Res") +
- 0.8 space per full-time day equivalent commuter student ("FDTE Comm") +
- 2% of the above total for visitors and handicapped individuals

Existing and projected demand for parking is presented in Table 17. Based on the current and projected numbers of faculty, staff, students, and visitors, the campus currently has a shortage of about -797 parking spaces, and by 2025, this shortage will be -1,306 spaces. An alternative guideline based on a predominately commuter campus allocates 1 space per 3.3 headcount of faculty, staff, and students. For the same time period, this translates into a parking demand of 718 spaces and 989 spaces, and a 2025 deficit of -39 spaces.

While parking spaces are available in the surrounding neighborhoods and along Warwick Avenue, the goal of the University is to meet parking demand within the campus; thereby, relieving the surrounding neighborhoods of faculty, staff, students, and visitors parking outside the campus boundaries.

Table 17: Parking Space Analysis

	Factor	Fall, 2015	2015 Spaces	Fall, 2025	2025 Spaces
FTEF	0.8	129	103.2	193	154.4
FTS	1.0	333	333	526	526
PTS	0.5	56	28	110	55
FTDE Res	0.5	650	325	1,400	700
FTDE Comm	0.8	1,155	924	971	776.8
Sub-total			1,713		2,212
Visitor/ADA	2% of sub		34		44
Total			1,747		2,256
Existing Spaces			950		950
(Deficit)			**(797)**		**(1,306)**

PEDESTRIAN & BICYCLE CIRCULATION

The campus square, surrounded by Grace Jacobs, Tawes Center, the Parlett Moore Library, and Johnson Auditorium is the functional and figural center of the Coppin State University campus. This quad is the hub of campus pedestrian activity. At this central location there exists a level topography, multiple active building entrances, and with seating and high quality landscaping. From this central location, the extremes of the campus can be reached in approximately 15 minutes, and a walk from one end of campus, HHSB to PEC should take approximately 15 to 20 minutes (Figure 13).

The only major locations on campus where cars and pedestrians cross paths, on a major street, take place at North Avenue, Warwick Avenue, and Gwynn's Falls Parkway. While the pedestrian bridge from HHSB to the north side of the campus picks up a large portion of the pedestrian traffic that crosses North Avenue, there is a substantial amount of pedestrian traffic crossing at the intersection of North Avenue and Thomas Avenue during normal class hours to enter the new Science & Technology Center. Other than these major roads, regarding pedestrian movement, the remainder, and majority of pedestrian movement throughout the campus is unencumbered by vehicle movement (Figure 15).

As the south side of the Coppin campus continues to develop, additional precautions were taken to address the increase in the number of pedestrians crossing at North Avenue. Several North Avenue corridor enhancements have been done to improve the pedestrian experience and vehicular safety. These enhancements improved connectivity between the main campus and the developing campus to the south while creating a sense of place.

Figure 13: CSU Walking Distances

The North Avenue corridor includes the following elements:

- Eliminate North Avenue/ HHSB east entrance to temporary parking; new access via Loop Road,
- Widened sidewalks along south-side of North Avenue,
- High visibility crosswalks along North Avenue at Windsor Avenue, Thomas Avenue and at Warwick Avenue,
- Left turn lanes on North Avenue at Warwick Avenue (traveling east and west) and at CSU Campus loop road (traveling west only). A left turn lane is provided at Thomas Avenue (traveling east)
- Widened landscaped median widths at Thomas Avenue,
- Removal of parking on south side of North Avenue west of the CSU Campus Loop Road to Moreland Avenue,
- Reducing travel lane widths on North Avenue from 12 feet to 11 feet.

The following section outlines multi-modal impacts as a result of the STC and North Avenue pedestrian corridor enhancements:

- CSU Shuttle Circulation–The STC site plan and North Avenue pedestrian enhancements have eliminated the existing south-eastern driveway to the campus. The driveway currently provides access to the parking lot adjacent to the Health and Human Services Building located on the south campus. Eliminating the driveway has resulted in changes to the existing CSU shuttle route. The shuttles now enter at Warwick Avenue and Presbury Street intersection, circulate within the adjacent parking lot, and exit at Windsor Avenue. The existing median along North Avenue at the CSU Campus Loop Road has been eliminated thus shuttles would be able to travel straight through the intersection to the north campus. The new circulation on the south-side ties into the existing shuttle circulation north of North Avenue.
- Parking–Curbside parking has been eliminated on both sides of North Avenue between Warwick Avenue and Moreland Avenue in order to create an environment that is less focused on the automobile and more focused on pedestrians. Eliminating parking has allowed for wider sidewalks on the south side of North Avenue and has eliminated mid-block crossings as some parkers tend to cross North Avenue wherever they are parked instead of walking to the crosswalk. Removing parking has also helped improve visibility for pedestrians.
- Pedestrian Experience-the North Avenue corridor enhancements have provided an improved pedestrian experience by providing improved landscape along sidewalks adjacent to the south campus and also improved median landscaping. By reducing travel lane widths from 12 feet to 11 feet and streetscape enhancements such as high visibility ladder-style crosswalks we've improved the pedestrian experience, particularly by reducing vehicle travel speeds. The new south campus green space and the location of the STC pedestrian access have also been

designed to encourage pedestrian crossings at the crosswalk instead of mid-block locations. The design of the median has made mid-block crossing less desirable by providing planters and raising the median approximately two feet above the adjacent road surface. Also, by eliminating parking along North Avenue there is no need for students to cross at various mid-block locations to get from their parked cars to the other side of campus.

Coppin has begun the process of initiating a Campus Bike Plan; although the campus is small we are planning to supply a comprehensive bike plan that will support the campus community. Through our latest capital projects; namely, Physical Education Complex, Quad Renovation, and Science and Technology Center we've supplied nearly forty bike racks. The bike rack locations support north, middle, and south campus. Equally important, lockers and showers are available to the campus at the PEC Wellness Center and the STC ground floor.

As Coppin is located in an urban setting, our goal is to provide safe and secure facilities to prevent bike theft. Therefore, we are looking at various other storage options such as indoor wall mounted bike rack stations (see example below) to provide bicycle parking that is:

- Clearly labeled
- Accessible and well lit
- Sheltered from the elements
- Located where there are people or security personnel

Additionally, we are looking forward to participating in the fall 2016 launching of Baltimore City's Bike Share Program; permitting the campus community to take advantage of the City's new program and venture out into Baltimore's existing transportation network.

Figure 14: Baltimore City Bike Share Program Map including CSU Proposed Bike Path

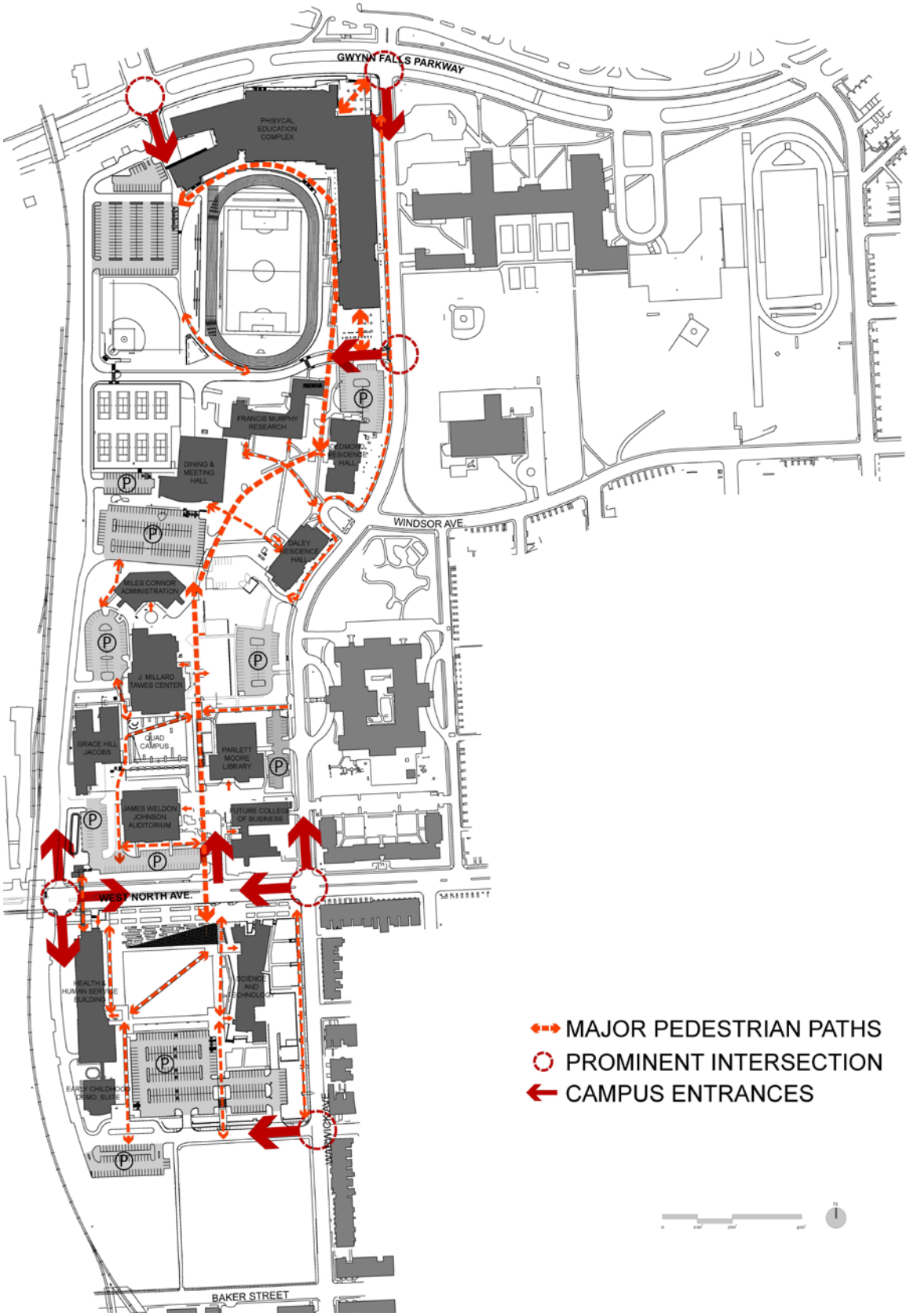

Figure 15: CSU Pedestrian Circulation

ACCESSIBILITY

The University has completed several Americans with Disabilities (ADA) projects campus-wide; namely, restroom upgrades in the auditorium, library, and the Grace Hill Jacobs office classroom building. Also, other ADA upgrades included exterior doors and ADA ramps. The latest project request is the James Weldon Johnson Auditorium ADA upgrades. This project, if funded, will provide all modernizations needed to ensure proper functionality and ADA compliance.

While the University has made ADA improvements since documented in the previous 2009-19 FMP, further corrective action is required, especially for:

- J.W. Johnson Auditorium— signage, door hardware, seating, and restrooms;
- Tawes Center—signage, water fountains, restroom doors, and elevators;
- Frances Murphy Research—elevator, signage, water fountains and exterior ramp; and
- Parlett Moore Library—exterior ramp and accessible parking.

All of Coppin's buildings, except for those constructed since 1992, have some degree of ADA accessibility issues. In addition, site improvements would address uneven and wide joints in concrete sidewalks and plazas throughout campus, which requires attention for ADA compliance.

LANDSCAPE SIGNAGE AND STREETSCAPE

The Signage Design Plan developed for Coppin State University has been updated to include the new CSU Logo. This new signage design is a clear cohesive system of directional and informational signage. Both the interior and exterior design work together to create an efficient wayfinding system that addresses changes on campus for students, faculty, staff, and visitors.

Signage is most often the first thing a visitor notices when touring a new destination. Implementation of Coppin University's Signage Design Plan will give visitors a welcoming first impression with the inclusion of entrance signs, marking the key entrances to the campus. A visitor is then assured to find directional signs on each walkway, leading the way to parking facilities, University buildings, and ultimately their final room destination. In addition, building identification signage at a pedestrian scale and at eye level, helps confirm that a student or visitor has arrived at their end destination. The inclusion of the Coppin State University logo on almost every sign reinforces the sense of identity and belonging.

All of these efforts will contribute to a greater sense of hospitality by incorporation of a strong design that is sensitive to people's need for comfort and clarity to directional wayfinding. This sense of welcome has always been present at Coppin, and is expressed through its faculty, staff, and students.

COMMUNITY ENGAGEMENT AND STRATEGIC PARTNERSHIPS

The University has recognized the need for *quality-of-life* improvements in its surrounding neighborhoods and has taken a leadership role in initiating improvements within the West Baltimore community. To this end, in 2005, the community, City of Baltimore, the Enterprise Foundation, Coppin State University, the Coppin State University Development Foundation, Inc., and the Coppin Heights Community Development Corporation, Inc. completed the *Greater Coppin Heights/Rosemont Revitalization Plan (2005).* This plan targets a series of redevelopment projects in key locations along major transportation corridors. Coppin State University serves as the northernmost anchor and the former Lutheran Hospital site serves as the southernmost anchor of the *Plan.* The site is bounded by Gwynns Falls Parkway/Mondawmin Mall to the north, Fulton Avenue to the east, U.S. Route 40 to the south and Hilton Parkway/Leakin Park to the west in Baltimore, Maryland.

The preceding provides the systemic and systematic framework for the evolution of this University from a service providing institution to a community engaged institution in partnership with stakeholders beyond the University's physical campus boundaries. Figure 16 shows the neighborhoods/communities surrounding Coppin State University.

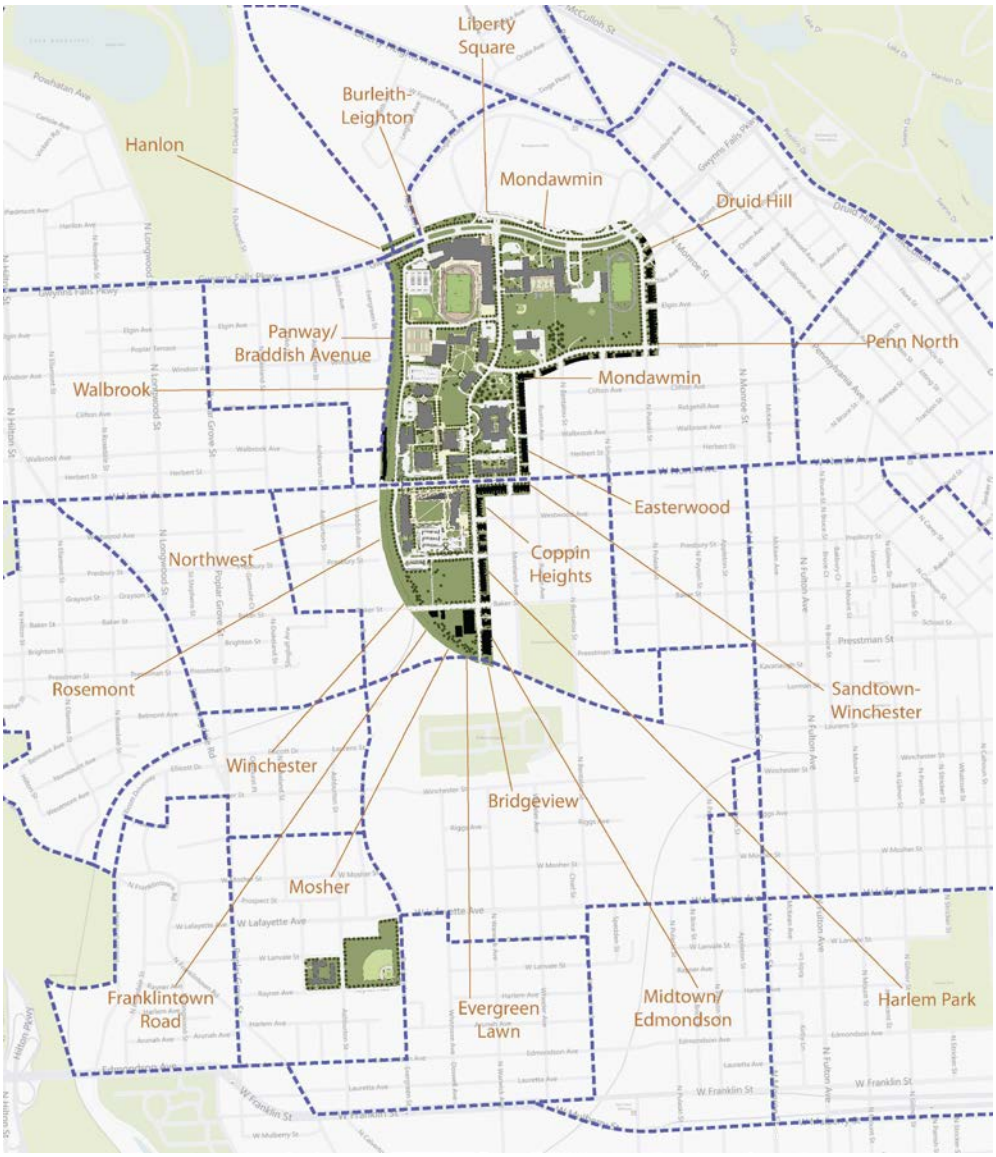

Figure 16: CSU Community Connections

In capital construction projects, we include in our contract documents a First Source Hiring Policy which states, "It is the desire of Coppin State University, University of Maryland…to encourage contractors and subcontractors to hire local residents from the University area during the construction phase of the CSU-STC building." During the construction of the Science & Technology Center, the contractor put in place a local hiring initiative for the project. The program, spearheaded by Barton Malow/Commercial Construction, wanted to make a lasting positive impression in the community by aggressively seeking to hire community members. The target was to employ a minimum of 30 individuals who live in the community. Community residents who were interested could visit the onsite construction trailer on Warwick Avenue and submit their resume for consideration. On November 12, 2013, Coppin also held a

JOB MATCH/RESOURCE FAIR on campus for skilled workers with the option to be interviewed for jobs at the Science & Technology Center. By the end of the project, Barton Malow and its subcontractors hired 77 people from the community.

Additionally, the president has established a vision to receive designation by the Carnegie Foundation as Community Engaged.

> Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Only 361 of the 4,726 colleges and universities in the U.S. have distinguished themselves by obtaining this Carnegie classification. Three schools in Maryland are among the 361 recognized campuses: Anne Arundel Community College, Loyola University and Towson University. We aspire to be among them in 2020.

The University established an Office of Community Engagement and Strategic Partnerships within the Division of Institutional Advancement to:

1. Expand University efforts and contributions in support of its urban/metropolitan mission;
2. Define and build innovative entrepreneurial bridges between the University and a variety of constituencies: Baltimore City, the Metropolitan Region, State of Maryland, nationally, and internationally;
3. Foster effective and innovative partnerships with:
    - Business and Industry
    - Educational Systems
    - Community Development
    - Healthcare
    - Non-profit Organizations
    - Public Safety;
4. Create collaborative incentives;
5. Identify emerging opportunities;
6. Provide broad-based partnership programming; and
7. Lead strategic planning and initiatives in community outreach.

The major goals of the Office of Community Engagement and Strategic Partnerships are to:

1. Create a Center for Urban Education and Community Outreach;
2. Participate in the Coalition of Urban Metropolitan Universities;
3. Establish University internal collaborations across departments and disciplines both on and off campus; and
4. Establish community collaborations across geopolitical boundaries within the Greater Coppin Heights Rosemont Revitalization Area (GCHRRA).

The strategy is to:

1. Identify off campus individuals and organizations with organic relationships to CSU;
2. Identify on campus organizations who are a 'fit' for the Center for Urban Education and Community Outreach [CUECO] (e.g., American Humanics Program (AH); Career Development/Cooperative Education Center; Community Health Center (Helene Fuld School of Nursing); Coppin Academy; Coppin Heights Community Development Corporation (CHCDC); Kinship Care Resource Center of Maryland; Upward Bound);
3. Create organizational structure that has specific organizations as a direct part of CUECO and others who are affiliates requiring ongoing close collaboration, communication, and cooperation; and
4. Develop an ongoing funding mechanism to both sustain and maintain the CUECO.

The major community based partners are:

1. Greater Mondawmin Coordinating Council, Inc.
2. North Avenue Task Force, Inc.
3. Alliance of Rosemont Community Organizations, Inc. (ARCO)
4. West Baltimore Coalition
5. West Baltimore MARC Transit Oriented Development (TOD) Transportation, Inc.
6. Coppin Heights Community Development Corporation (CHCDC)

The major campus based partners are:

1. College of Arts & Sciences, and Education
2. College of Business
3. College of Health Professions
4. College of Behavioral and Social Sciences

As we move forward, we will continue to enhance the urban/metropolitan mission of the University and position the University toward receiving the Carnegie Foundation's Community Engagement

classification; an elective classification earned by colleges and universities that have proven their extensive involvement in their communities with regard to service, partnerships, and scholarly activity.

PLANMARYLAND

In 2011, an executive order "PlanMaryland" was accepted as the state of Maryland first long range plan for smart and sustainable growth. PlanMaryland provides the framework, process, and action for furthering Smart Growth in the state. To illustrate, the plan states it is to:

- Improve the way in which state agencies and local governments work together to accomplish common goals and objectives for growth, development and preservation;
- Stimulate economic development and revitalization in towns, cities and other existing communities that hove facilities to support growth;
- Help accommodate a projected one million additional residents, 500,000 new households and 600,000 new jobs by the year 2035 without sacrificing our agricultural and natural resources;
- Improve our existing and planned communities without sacrificing our agricultural and natural resources;
- Save Maryland an estimated $1.5 billion a year in infrastructure costs during the next 20 years through a smart growth approach to land use;
- Save 300,000 acres of farmland and forest over the next 25 years.

Coppin State University is in a Priority Funding Area located in an established community in a Targeted Growth Area.

VI. THE PLAN

PLANNING ISSUES

While Coppin's campus is in many ways a welcoming oasis in an economically distressed neighborhood, the University continues to face an array of facility related deficiencies. Substantial investments are still required to bring Coppin's facilities in line with the planned mission and program changes necessary for its revitalization as a comparable and competitive institution.

Up until recently, Coppin State University was a significantly land-locked institution with no available space for expansion or surge. Coppin State University identified its needs comprehensively. The University has expanded its land holdings on both the north and south sides of the initial core campus to start planning the sequencing of its capital projects carefully to minimize disruption on campus. In addition, the opportunities for further land acquisition by the University must be pursued as they arise.

Except for the recent completion of the Physical Education Complex and the new Science & Technology Center, most of Coppin's educational, administrative, and student support facilities do not meet the requirements typically associated with living and learning in the 21st century and found at other institutions—both within the state of Maryland and its peers, as well as national higher education institutions.

- Six of the 14 buildings require major renovations, and two others should be razed.
- Approximately 60% of the existing 14 buildings are more than 20 years old.
- Ten of the 14 buildings are state supported and 75% of this inventory is more than 20 years old.
- Projections reveal that library, assembly, exhibit, and residential space show varying degrees of deficiency.
- Parking is deficient to meet both existing and projected demand. A range of some 1,000 to 1,200 spaces is needed depending on the extent of on-campus and convenient off-campus housing becomes available, the extent and success of public transportation, and the continued focus of strong community-university ties, program, and activity offerings. Due to limited land holdings, the only opportunity to provide the needed parking is to construct a parking structure.
- Site development improvements are needed as they relate to North Avenue presence, walkways, main plaza, landscaping, and improving the "hard-edge" between the University and the community along Warwick Avenue to provide a human scale and safe environment for all at Coppin and the surrounding communities.

PLANNING OBJECTIVES

The overriding goal of the *Facilities Master Plan* is to replace, construct, and renovate facilities and infrastructure to provide a state-of-the-art learning environment that attracts and retains academically competitive students, faculty, and staff. Specific objectives of this *Facilities Master Plan* are to:

- identify capital projects that address needs and find solutions that reflect logical and efficient functional relationships, and maximize the use and reuse of existing facilities;
- support "highest and best use" of land;
- provide "surge" space to execute cost effective and safe building renovations; and
- result in a campus developed to reflect Coppin's missions of instruction, research, and service through community interface.

Coppin has made an environmental commitment to the concept of reducing greenhouse gas emissions and combating climate change in its development and operations and is a premise and ongoing theme throughout the plan.

PROPOSED PLAN

The proposed plan for campus development follows Warwick Avenue as its eastern boundary and pass the railroad tracks to include Walbrook Lumber as its western boundary and extends the campus north to Gwynn Falls Parkway and south across both North Avenue and Baker Street to the railroad tracks. The organizing vision is Coppin's emerging presence as a highly visible institution in West Central Baltimore, with a front porch on both sides of North Avenue. As recommended in the 2009-2019 Facilities Master Plan, Coppin has organized this emerging presence into three major sectors of the campus, with identifiable and coherent functions and activities.

- **Campus Square** (historic core of the campus).
- **Campus Mall** (area south of North Avenue to HHSB on the west and Baker Street on the south and Warwick Avenue on the east).
- **Campus Commons** (area north of the Campus Square up to Gwynn Falls Parkway).

In addition, this plan assumes the implementation of the acquisition of Walbrook Lumber, approximately 6.5 acres, on the west side of campus across the railroad tracks. This will be used for a future conference center and additional parking.

To reiterate, the previous 2009-2019 Coppin State University Facilities Master Plan builds on the university's commitment to develop a more sustainable campus and environment. All new construction projects will have a minimum of Leadership in Energy & Environmental Design (LEED) Silver certification standards. We will also preserve existing green space, continue to extend and expand the existing

central utility distribution loop to existing and new buildings to improve energy efficiency, and design and develop parking and transportation projects and policy recommendations to reduce the University's carbon footprint and traffic on local and state roads.

SUSTAINABILITY INITIATIVES

Coppin State University seeks to promote environmental awareness and engage the entire University community in enhancing sustainability. Sustainable environmental practices are an integral part of the University's academic, operational and institutional policies and practices.

The State of Maryland mandates that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent and encourages the consideration of these standards in the development of the University's Facilities Master Plan. Coppin State University is committed to environmental sustainability for all future construction projects. The University will strive to achieve a high level of environmental stewardship and responsibility in the development and expansion of the campus.

We will continue to be engaged in environmentally conscious practices, including installing new energy efficient heating and cooling systems; energy efficient light fixtures, motion sensor lighting systems; and installing 'green tile' which contains natural rock and recycled glass. Since the last plan, Coppin has replaced 90% of all exterior lighting with LED fixtures.

CSU has also initiated a new campus wide recycling policy aimed at waste minimization, recycling, and the diversion of recyclable materials from landfills. The University went from 6% recycling rate in 2011 to a 24.79 recycling rate in 2015. Some factors are the tray-less dining in the cafeteria, cardboard recycle, and electronic recycling. During the summer of 2016, CSU rolled out a more ambitious recycling plan and eliminated the use of regular size office trash cans, and began using a one quart trashcan with a normal size single stream recycling can. Recycling cans were distributed throughout the campus. As a result of replacing all the office trash receptacles with new single stream recycling containers every faculty and staff member participates in the program. Additionally, larger containers are located in hallways, lounge areas, entrance/exits, and along walkways for bulkier items.

The Maryland Energy Administration (MEA) received significant funding through the American Reinvestment and Recovery Act (ARRA) to promote clean, affordable, and reliable energy. As part of this initiative, MEA set aside a significant portion of this funding to promote the installation of renewable energy systems on public buildings in Maryland through Project Sunburst. In April 2010, CSU was awarded a stimulus funded grant to install solar photovoltaic systems on three campus buildings (see figure 17). The University will evaluate the opportunity of utilizing solar panels on future buildings and in parking lots.

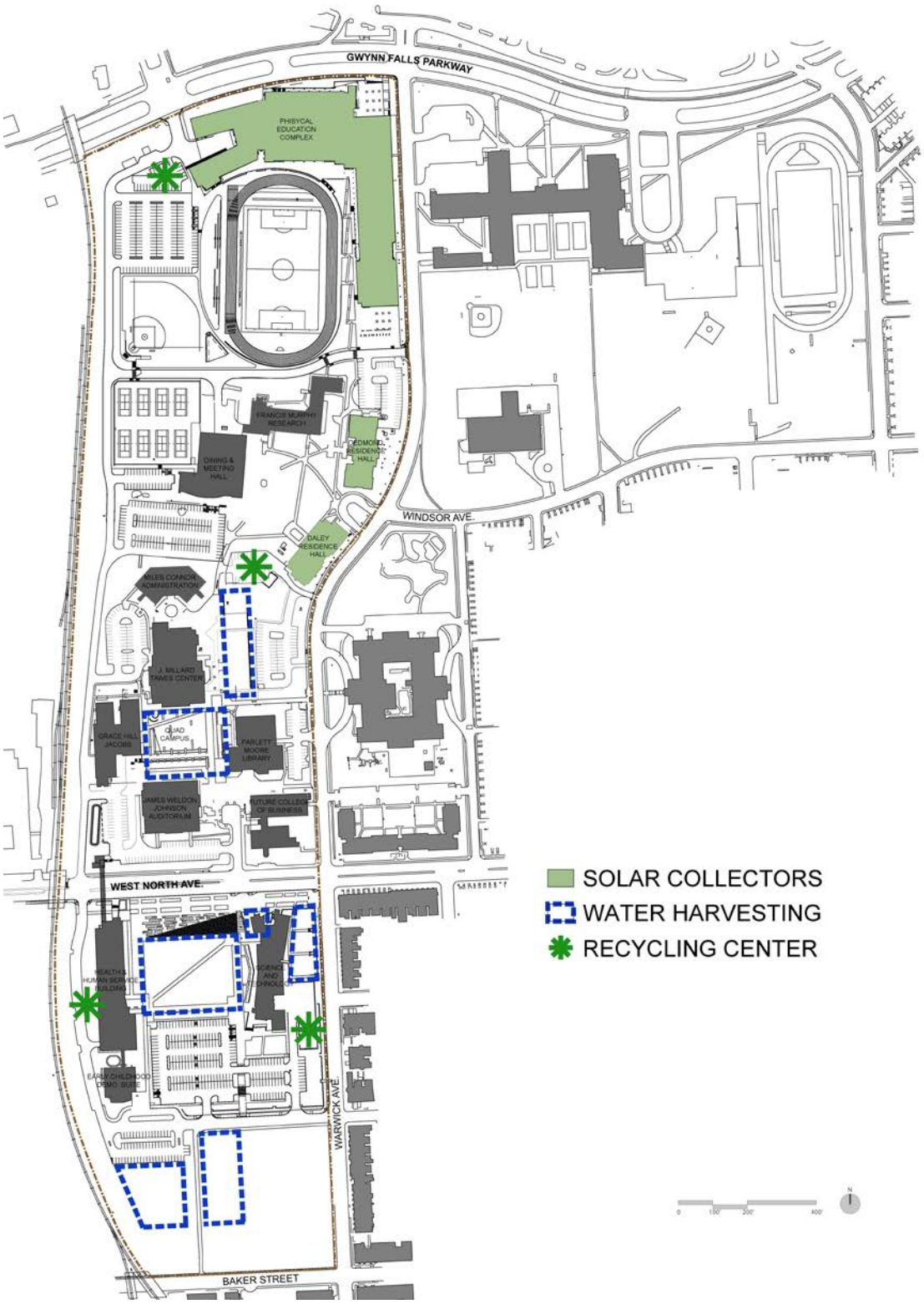

Figure 17: CSU Sustainability Steps

Coppin State University has taken other steps to "Go Green" by revitalizing the campus square/quad in 2010. It was completely brick and concrete before the green space was added. The quad is located in the center of the main campus, surrounded by the Tawes Student Center, Parlett L. Moore Library, James Weldon Johnson Auditorium, and the Grace Hill Jacobs (office classrooms & laboratories) Building.

Campus Square: Before

Campus Square: After

Coppin's capital sustainability objectives for the quad included:

- Reduce site disturbance - restore open space, retaining trees and most grades, minimize boundaries
- Reducing heat island effect - highly reflective materials such as concrete; increase plantings, shade trees and trellis
- Develop community connectivity - develop new heart of campus
- Alternative transportation - bike rack, encourage pedestrian use of campus
- Storm water control - reduce run off by at least 50% more permeable surface, use and collection of storm water for irrigation from adjoining roof (and possibly equipment condensate), fountain over flow, ground run-off
- Light pollution reduction - Dark sky fixtures
- Water efficient landscaping - native and drought-tolerant species used throughout
- Recycling - provide recycling collection baskets
- Reuse materials - cobblestones
- Construction waste management - work with contractor
- Local regional materials - use materials within 500 miles

- Rapidly renewable materials – FSC (Forest Stewardship Council) certified wood for benches
- Recycled content – in concrete

The revitalization of the quad has restored open green space while retaining existing trees, and minimal grade changes. Since most of the quad has now become green space, we are able to reduce storm water run-off from this area by 50%. We also utilize a water collection system to provide water for the automatic sprinkler system. Through this project we also collect the water from the HVAC condensing units on top of the library and direct the flow to the cisterns below. The new quad also has dark sky fixtures that reduce the amount of light pollution. The renovation of the quad has changed the landscape by becoming the heart of the campus, a central destination point. The quad has a new water feature, benches, shade trellis with seating, granite donor wall, audio system, outdoor classroom space and outdoor seating for the "Coppin Cafe".

To show the University's commitment to sustainable education and design, the design strategies for the Science & Technology Center were effectively focused on best building practices in sustainable instruction. The finished result yielded an educational outreach program that is intended to extend beyond the immediate function of the building and into the community. The success of this project has set the bar for sustainability of future buildings on campus. Overall, our goal was to physically link working and learning in the building through electric kiosks, digital signage displays, and visible sustainable design features. The following are highlights from the sustainable design strategies that were implemented in the project.

SUSTAINABLE SITES

- The urban location of the project provides the opportunity to capture a number of credits related to the site's access to public transportation as well as its proximity to a number of retail services that will reduce car trips and the University's carbon footprint.
- Coppin has shown a progressive approach to accommodating and purchasing low-emitting and fuel-efficient vehicles.
- The design of the site plan for the project provides for a large open quad that contributes to a number of LEED credits related to preserving habitat and open space as well as helping to reduce the urban heat island effect.

WATER EFFICIENCY

- The landscape design approach uses drought resistant plant species for the project.

- The building has waterless urinals and dual flush toilets which will have a substantial effect on reducing water use.
- The labs are being planned to provide point-of-use water purification which wastes much less water and energy to purify water than a central purification system.
- The team will use a number of other strategies in the restrooms to reduce water use, including automatic sensors for faucets.

ENERGY AND ATMOSPHERE

- The building envelope is designed to help reduce energy consumption by using low-E glass, a tight and well detailed air barrier, and by providing a high level of insulation.
- Mechanical systems use variable speed drives and high efficiency equipment to contribute to reduced energy use.
- A highly sophisticated lighting control system, using daylight and occupancy sensors and time clocks are used to reduce overall energy use.
- Energy efficient transformers are specified that exceed Department of Energy standards
- Lighting has been designed to consume less than .8 watts per square foot of building; this is substantially below the IES standard of 1.1 watts per square foot for a lab building.
- Heat recovery systems are used in the mechanical systems to capture and recycle energy.
- Green power credits are used to reduce the campus' overall carbon footprint.

MATERIAL AND RESOURCES

- We have carefully selected materials to emphasize recycled content.
- Regional materials and materials made in the USA will be preferred.
- The construction recycling program recycled up to 75% of construction waste.

INDOOR ENVIRONMENTAL QUALITY

- As a science building, there is increased ventilation rates that will benefit the indoor air quality of the building.
- The commitment to commissioning the building has provided many benefits to the project beyond the LEED credit. Building mechanical systems were monitored and fully commissioned to optimize their operating efficiency.
- All low-voc, (volatile organic compounds), materials were used throughout the facility.
- Sophisticated digital lighting system controls enhance user comfort and control of lighting.
- The building is configured to provide beneficial daylight to nearly all spaces while still remaining an efficient building footprint.

INNOVATION

- The project pursued innovation credits by providing green education information within the building lobbies, using best practices in green cleaning methods, and be an important part of a new campus-wide recycling program.

The project used best-in-class sustainability practices and to make the students and faculty that use the building daily are aware of the energy use in the building and all of the other sustainable design practices that have been implemented throughout the building and site. Coppin State University Science & Technology Center was seeking a minimum of LEED Silver certification; however, fully accomplished LEED Gold certification.

PROPOSED CAPITAL DEVELOPMENT PROJECTS

The University's proposed capital development projects for the ten-year period, 2015 through 2025, for both State and University funded projects are represented in table 18, which list projects in 2015 dollars. The projects are divided into an initial five year program and a post year program, although funding may begin in the initial five year program and be completed in the post five year program. This plan does not imply approval of capital projects or funding. Acquisition of the remaining parcels of land and sequencing of the building projects are critical to the successful continuing operation of the University over this initial 10-year planning period.

Coppin State University will continue its assessment of possible refinements and adjustments to the following proposed list of capital projects and priorities as future planning and campus development occurs, including any new opportunities and constraints that may be presented to the institution.

Table 18: Summary of Capital Projects

Project	5 Year Program	Post 5 Year Program
• Renovate Percy Julian, College of Business (PCE)	$41,050,000	
• Renovate Grace Hill Jacobs (PCE)	$71,070.000	
• Electrical Feeder Upgrade Project	$6,000,000	
• Living & Learning Facility* (PCE)	$39,520,000	
• Walbrook Lumber*	$4,000,000	
Total 5 year Program	**$161,640,000**	
• Mechanical Loop Project		$8,000,000
• Renovate Moore Library (PCE)		$37,620,000
• Renovate Tawes Center for Student Services (PCE)		$20,000,000
• Construct Baseball field & facilities, Lutheran Site (PCE)		$4,500,000
• Construct Student Center* (PCE)		$77,720,000
• Construct New Residence Hall #3 (400 Beds)* (PCE)		$30,400,000
• Wayfinding (Exterior Signage) Phased		$250,000
• Construct Creative and Performing Arts Center (PCE)		$50,220,000
• Community Outreach Facility, Hebrew Asylum (PCE)		$39,500,000
• Wayfinding (Interior Signage), Phased (PCE)		$525,000
• Renovate Connor Administration Bldg. (PCE)		$12,000,000
• Demo/Dev Murphy Research & Warwick Entrance (PC)		$1,500,000
• Construct Conference Center*, Walbrook Site		$15,000,000
• Construct College of Health Professions (PCE)		$79,820,000
• Construct New Residence Hall #4 (400 Beds)* (PCE)		$30,400,000
• Complete Site Improvements (PC) – Phased		$1,100,000
• Construct Parking Structure 1 (500 spaces)* (PCE)		$15,865,000
Total Post 5 Year and Beyond Program		$424,420,000
TOTAL CAPITAL PROGRAM		**$586,060,000**

A = Land Acquisition
P = Planning Funds
C = Construction Funds
E = Equipment Funds

Figure 18: Coppin State University Proposed Master Plan

RENOVATE PERCY JULIAN SCIENCE FOR THE SCHOOL OF BUSINESS (30,400 NASF/52,200 GSF)

The proposed project involves the design and renovation of the vacant Percy Julian Science & Art Building and construct a 4,700 NASF/12,200 GSF addition for the College of Business and the School of Graduate Studies. The Percy Julian Science and Arts Building was vacated when the new Science and Technology Center opened in 2015. The project will address critical needs of the University's graduate education mission and the School of Business by modernizing instructional and support spaces. The project will also make the building comply with current accessibility and building codes.

The Percy Julian Building is currently vacant after the STC was completed July 2015. The majority of the building has old antiquated lab space with numerous ADA deficiencies and an elevator that does not comply with the current requirements. The building will remain vacant until its renovation, creating the appearance of unused-unsafe facility. The renovation will provide suitable space to house COB. The COB will have to meet and maintain accreditation standards which dictate appropriate space for classroom instruction and tutorial services as accommodations will be needed to support enrollment growth.

With the completion of this renovation, students will have access to specialized learning environments crucial for their academic and professional careers. A building for the College of Business will bring to Coppin's students learning opportunities in the occupant disciplines that will allow them to be very competitive in the marketplace with their Coppin degree. The clinical facilities of the building will create a living laboratory where students can learn from service delivery in action, both through observation and participation as interns.

Students will benefit from instruction in classroom environments that can support advancing instructional technologies. The renovation will continue to add much needed, technologically equipped classrooms to the overall campus inventory, including specialized case classrooms which are standard in business and management instructional delivery, relieve demands for classrooms, and provide accommodation for future enrollment growth.

Faculty, staff, and students will enjoy and be motivated by the creative synergy fostered by proximity, rational spatial relationships, and appropriate teaching, research, and learning facilities. Expanding and renovating the former science building and locating the academic, clinical, and administrative units associated with accounting, management, marketing, management information systems, and entertainment management will bring programs, functions, faculty, and staff together in a single facility will cultivate a productive environment for all. Further, the provision of appropriately designed and equipped learning environments will facilitate effective teaching and learning.

Members of the central Baltimore City community will benefit from expanded access to quality business and personal financial services. This facility and the business development and financial clinics provided make a strong, tangible, and operational statement about Coppin's relationship to its neighborhoods, comprised of businesses and families, and its mission of service. Students, faculty, and staff are supported in the quality of their academic life by having facilities available that bring them together. The

programmed study and lounge space support qualitative academic interchange and extend learning experiences for all the participants.

RENOVATE GRACE JACOBS OFFICE AND CLASSROOM BUILDING (140,855 GSF/ 68,891 NASF)

This project involves the renovation of the institution's major office/classroom building to create more appropriately sized classrooms and offices. Classrooms, laboratories, and office and conference rooms will be upgraded to facilitate the use of current technologies as well as multi-media and access to the internet and local area networks. Other upgrades include modernizing the building's structural, electrical, and mechanical systems.

The academic units to be accommodated in Grace Jacobs include the Office of the Dean of Arts & Sciences and Education, the departments of History, Global Studies, Dance, English and Media Arts, Education, Instructional Leadership & Professional Development, and University College: First Year Experience. In addition, a second computer center will be supported to provide the necessary system redundancy. Other offices will include University Relations and Client Computing Services.

ELECTRICAL FEEDER UPGRADE PROJECT

The proposed Electrical Feeder Upgrade project includes retrofitting the main switchgear with electronic fuses, replacing the A2/B2, A3/B3 and A4/B4 medium voltage feeders, replacing outdated medium voltage equipment at various buildings and installing a duct bank to provide an alternate path from the Electrical Vault to STC. The proposed project to improve the medium voltage system is the best alternative because it addresses and fixes the current problems and deficiencies throughout the campus. The medium voltage feeders and equipment for many buildings, including the main switchgear are well beyond their life expectancies and are at high risk of failure. By addressing replacement of these items prior to an emergency situation due to failure, the project allows for the work to be phased. This results in minimal power outages and therefore minimal effect on the operations of the University. These alternations not only eliminate outages throughout the campus, but they are the most cost effective. New medium voltage feeders and equipment will make the electrical system reliable, safe and conform to today's current standards.

CONSTRUCT LIVING & LEARNING FACILITY

This proposed New Living & Learning facility would enhance graduation and retention rates. Coppin's Living-Learning Center will be organized around specific academic programs. Students of all classifications will be able to live among other students with similar interests and degree plans. As part of the emphasis on community, residents share common cohort classes and have access to other academic services and programming provided in the communities. This is critical to the accomplishment of Coppin's goals as identified in the enrollment projections. There has been growing demand every year for more campus housing. Students residing in adjacent neighborhoods have also indicated a desire to live on campus as it provides a better environment that is more conducive to educational

needs. This new facility would be located on the southern end of campus north of Baker and south of Presbury.

Coppin is committed to high quality undergraduate and graduate education. The University is growing, and new facilities are very crucial to maintain the quality of academic programs, strengthen outreach efforts, increase high enrollment growth, improve services to faculty and expanded student body as well as carry our intertwined public functions.

WALBROOK LUMBER ACQUISITION & STABILIZATION

The project scope would involve the acquisition of the Walbrook Lumber Company property currently for sale by the owner. The property is of approximately 6.5 acres located adjacent to the campus at 2636 W. North Ave. We would demolish the main building and use a portion of the lot for parking, and expand the lot as needed to accommodate our parking demands. A portion of the existing building structures may be temporarily used for campus surge space and storage. It is anticipated that the site be used as a conference center in the future.

MECHANICAL LOOP PROJECT (PHASED)

Coppin State University has identified the need for an additional sub-grade mechanical utility loop at the northern end of campus to link the Physical Education Center, the Talon Center, and the Daley and Dedmond Residential facilities together and connect them all to the central utility loop to the SCUP #2, currently located in PEC. Because the buildings located in the residential precinct of campus are not connected to the central underground utility loop to the south or the utility infrastructure extending from the Physical Education Center to the north, their mechanical systems operate independently, as stand-alone entities. Given the ages of the facilities (Dedmond Hall was built in 1991, Daley Hall was built in 2001 and the Talon Center was built in 2002), much of the heating and cooling equipment is aged, inefficient and environmentally unfriendly. As a result, each of the facilities is costly to operate, difficult to maintain, and susceptible to periodic failures and outages that cause interruptions which hinder the University's ability to properly serve its constituents. The Frances Murphy Research Center was not considered for inclusion in this program because the facility is slated for demolition.

In addition, with the completion of the southern campus, SCUP#3 on the site of Science and Technology Center the infrastructure conditions, alignments, and corresponding upgrade requirements to the Health & Human Services Building and all future buildings on the southern campus will need to be extended. This major mechanical loop project will need to be completed in two phases. Delineation of additional projects will be generated as planned development of the campus in realized.

RENOVATION/ADDITION TO PARLETT MOORE LIBRARY (90,000 GSF/ 54,000 NASF)

This project renovates Moore Library and provides an addition, which connects it physically to the new Student Center, reinforcing the concept of balancing student life. This project capitalizes on recapturing ground floor space currently used for other functions. The addition/renovation should reorient the

patron entrance and major service areas of the library toward the new Student Center. This addition could include the patron lounge area, where informal study breaks can be taken with refreshments. It should also provide for a variety of patron seating, including open seating, worktables, various sized group studies, and library instruction. Other study space has been allocated to other buildings across the campus to meet the overall load of study stations campus-wide. An additional 10% to 20% of patron seating could appropriately anticipate growth beyond the 10 year planning time horizon of this plan. The Cab Calloway Room should be retained as important exhibit space for the University.

RENOVATION OF TAWES CENTER FOR STUDENT SERVICES (55,940 GSF/ 34,506 NASF)

This project renovates the Tawes Center into a Student Services Building for the delivery of a number of student services, housing the majority of offices reporting to the Vice President of Enrollment Management & Student Affairs, Student Development, Enrollment Management, Career Development, Counseling Center, and Residence Life, as well as the Bursar. The overarching concept is to co-locate student services that allow for one-stop shopping from the students perspective. Renovation of Tawes as a Center for Student Services permits the relocation of supporting functions from the Connor Administration building.

CONSTRUCT BASEBALL FIELD & FACILITIES, LUTHERAN SITE

This proposed project would provide students with a well-manicured field, lighting, 90' diamond measuring 310' down the lines, 410' to center, and 380' in the power alleys. The facilities would include: a concession stand, covered bleachers with a capacity for 1500 spectators, restrooms, parking, press box, electronic scoreboard, batting cages, dugouts, and adjoining locker rooms with showers. The baseball field that was located south of North Avenue has been removed and now no substantial outdoor facilities exist south of West North Avenue. Coppin's NCAA Division 1 baseball team does not have its own field/facilities and must play their home games off-campus at the Joe Cannon Stadium twenty-six minutes away. They further cannot practice on-campus together on a field and must use ad-hoc spaces on campus when available.

CONSTRUCTION OF STUDENT CENTER (145,000 GSF/91,000 NASF)

This project involves the construction of a new Student Center. This location for the Student Center is important since it simultaneously provides convenient access for community patronage of the food court and bookstore via Warwick Avenue entrances and allows a physical connection to Parlett Moore Library. Similar to the concept executed at George Mason University, this connection of the Student Center and Moore Library reinforces a balanced student life between recreational activities and formal study.

The Student Center will support a broad spectrum of student development and recreation activities with a ballroom, 300 seat theatre, flexible meeting rooms, a fellowship hall; various sized quiet and recreational lounges, and various game venues. A food court with seating will be provided, as well as a

bookstore. The location of these two facilities in the building should invite and facilitate community patronage. Finally, the Student Center provides office space to support various student organizations, as well as the administration staff of the center. Construction of the new Student Center relocates critical auxiliary functions from the current Tawes Center to this new facility and allows Tawes to be renovated for Student Services.

WAYFINDING (EXTERIOR SIGNAGE)

In accordance with CSU's signage master plan, a phased campus-wide comprehensive and consistent signage program throughout the exterior of the campus should be finalized. The campus already has some of the signage installed; however, with the implementation of the new logo almost everything needs to be updated. The primary focus of this project is site-related signage.

CONSTRUCT CREATIVE AND PERFORMING ARTS CENTER (89,120 NASF/162,036 GSF)

Construct a new (89,120 NASF/162,036 GSF) Creative & Performing Arts academic building to support Coppin State University's programs and activities related to the academic programs in the Visual and Performing Arts (VPA). The major purposes of this project are to provide Coppin State University with visual and performing arts facilities that can support its current and projected academic programs offered through the department of VPA. Those programs include art history, visual arts, applied music, music theory, dramatic arts, speech, and the University's Urban Arts major, with sensitivity to the out-of-class needs for individual or group practice and/or performance. The new building will foster current and projected meeting, rehearsal, and performance activities related to the arts, including Alpha Psi Omega, Coppin State University Concert Choir, the Coppin Gospel Choir, the Concert Band, the Marching Band, athletic pep bands, Jazz Band, and the Coppin Players. The underlined units and/or programs to be included in the proposed project will also support the rehearsal and performance needs of Coppin's dance programs, including the Coppin State University Dance Ensemble and its community outreach programs. This will afford the University and the West Central Baltimore community with a mix of performance facilities that can meet a broad range of performance venues in music, theatre, and dance and support The Arena Players, Inc.

In addition to classrooms, the creative arts are supported with studios for sculpture, ceramics, drawing, jewelry, woodworking, printmaking, painting and photography as well as a display gallery. Performing arts will be supported with choral and instrument practice and support rooms and a flexible "black box" theatre. This type of facility does not exist on campus. This building will be constructed on the site of the current Johnson Auditorium which will be demolished. According to a building assessment study conducted by Theatre Projects Consultants, their key finding are summarized as follows:

1. The JWJ building cannot be renovated to properly serve the Music and Theatre Departments at any cost. These programs should receive appropriately designed, newly constructed facilities as soon as possible.

2. The new Music and Theatre facilities require rehearsal studios and smaller performance venues for their academic mission. All academic departments should be moved from JWJ entirely and should be given new facilities that centralize their activities.
3. Consideration should be given to housing Dance (understood to be at the Physical Education facility) within the proposed new performing arts facilities.
4. While some aspects of JWJ could be renovated to very limited success, there are too many deficient items critical to program-fulfillment to be fixed with any degree of renovation effort. The JWJ building should be put on a timeline for demolition.
5. In addition to the small venues for academic programs, it is possible that a new large capacity auditorium will be required depending on campus missions. If there is to be realization of high-profile outreach programs, as identified by CSU, a venue will be required to replace and improve on Johnson Auditorium. The large multi-function venue at the Physical Education Complex may address only some of that outreach-mission. Performing arts typically do not work well at these types of venues.
6. The performance-support systems in the auditorium stage and house areas are in very poor condition, or are absent entirely. These include audience seating, lighting system, sound system, stage rigging, and projection. These systems will require at least some repair, replacement, and/or temporary equipment if the auditorium is to continue presenting events for any period of time. Some funding must be budgeted to keep these functions working until the stage is no longer used for performance events.

In summary, the study's recommendations include the University to design and construct appropriate new facilities for the arts as quickly as possible.

COMMUNITY OUTREACH FACILITY, HEBREW ORPHAN ASYLUM

Investigate the opportunity(s) associated with being a prime location within the community that gives promise for the University to pursue joint and/or third party development with the federal government, city of Baltimore and the University for a possible community center, as well as academic related functions.

IMPROVE WAYFINDING (INTERIOR SIGNAGE)

In accordance with a 2007 study prepared by ASI-Modulex, there is need to implement a phased campus-wide comprehensive and consistent signage program, both internal to the buildings and throughout the exterior of the campus. The primary focus of this project is interior signage of all campus buildings.

RENOVATION OF MILES CONNOR ADMINISTRATION BUILDING (44,394 GSF/ 21,606 NASF)

This project renovates Connor Administration with a significant remodel of the building to create better office space, which will include major renovations and efficient layout of various administrative offices. Upper floors will be dedicated to the President's office and supporting functions, vice presidents, including the functions of the academic vice president, continuing education and the academic computer and data processing. All of the vice presidential offices and a Data Center, except for the Office of Vice President for Enrollment Management & Student Affairs, which is to located in a renovated Tawes Center. This relocation allows the recapturing of critical space in Parlett Moore Library and the renovation of an addition to the library that connects it physically to the Student Center. With the completed renovation of the administration building, the university will be able to co-locate all senior level offices in one location.

DEMOLISH/DEVELOP MURPHY RESEARCH & WARWICK ENTRANCE

When funding becomes available Coppin Academy will be relocated. The demolition of this building will allow the future construction of a new residence hall and/or expansion of the Talon Center to support the projected increase in faculty, staff, and students. In addition, the entrance to campus from Warwick Avenue will be reconfigured and developed to provide a welcoming arrival to the Campus Commons area adjacent to the residence halls.

CONSTRUCT CONFERENCE CENTER

The proposed Conference Center would include a 200 seat auditorium and one large meeting room with a moveable partition wall that can create two meeting rooms. This center would also include several small meeting and break-out rooms. The outside hallway can also be used for registration or breaks. There would be office space for building management and storage space for furniture used in events as well as various campus storage. This center could also be used by the community to host events, community meetings, and several other activities.

CONSTRUCT COLLEGE OF HEALTH PROFESSIONS (153,155 GSF/84,235 NASF)

The College of Health Professions (CHP) (153,155 GSF/84,235 NASF), will be comprised of the Helene Fuld School of Nursing and the School of Allied Health, plans extensive program expansion that is welcomed by the University of Maryland System. The Maryland Higher Education Commission has approved a new Bachelor of Science in Allied Health Sciences with a concentration in Health Information Management. The construction of a building for academic programs in the health professions and a resource for community health should accomplish several objectives:

- Provide state-of-the-art, technologically based classrooms and learning environments;
- Build an academic identity for Coppin's commitment to the academic disciplines and professional practice as represented by the College of Health Professions, its two composite schools-Helene Fuld School of Nursing and the School of Allied Health—and operation of its Community Health Clinics;
- Reach out to the surrounding community and beyond with the delivery of health services through its physical therapy based Community Health Clinic and with opportunities for health fairs for students and the communities that Coppin serves and meetings for professional health care providers;
- Reflect identifiable rationales for occupant and use relationships;
- Support for operations and future development through the presence of a satellite central utilities plant and core information technology, physical plant, and public safety function.

Through the construction of CHP, Coppin will be better positioned to execute the mandates of its mission, meet the emerging educational and career opportunities in these disciplines, address many of

the critical facility deficiencies in its academic environment, and invigorate the development of the community.

CONSTRUCTION OF RESIDENCE HALLS #3 AND #4

Coppin's third residence hall with 400 beds and fourth residence hall with 350 beds are included in this proposed campus development plan, bringing the number of residence beds to 1,400. The proposed plan locates these residence halls along Warwick Avenue, replacing the existing E parking lot. The demolition of Murphy Research Center provides much needed open space for supporting the flexible recreational needs of resident students located on the Campus Commons.

SITE IMPROVEMENTS PHASED

With the relocation of the Campus Loop Road to the perimeter of the main campus, a major goal for the campus site design has been accomplished. As the University undertakes its campus expansion along North Avenue and Warwick Avenue, it must take care to ensure that these edges and campus entrances set forth the presence of the University and are inviting to various communities served by the University. The City of Baltimore is planning a "street-scape" program for North Avenue, which involves sidewalks, street furniture, and plantings. The University's efforts must coordinate and support this effort to improve these dimensions of City living. On the Campus Square, the University should retain and enhance the several successful areas of the campus that are of human scale and invite reflection. A landscape design should be developed and implemented for the plaza formed by Grace Jacobs, Johnson Auditorium, Moore Library, and the Tawes Center that softens the harshness of the space and reduces the scale to more human terms, while allowing this space to be used for large gatherings and outdoor events. Additional buildings to the campus should include appropriate site development requirements. Finally, comprehensive and consistent signage should be provided campus-wide, both internal to the buildings and throughout the exterior of the campus.

CONSTRUCT PARKING STRUCTURE 1 (500 SPACES)

To contribute to the alleviation of the parking deficit on campus, a 500 space parking structure is to be constructed on Parking Lot H next to the Physical Education Complex. This would elevate the parking constraints on campus related to campus and sporting events.

UPGRADING OF INFORMATION TECHNOLOGY AND TELECOMMUNICATIONS

To the extent necessary, continue the implementation of infrastructure conditions, alignments, and corresponding upgrade requirements as may be required for information technology and telecommunications to support planned campus improvements. Delineation of specific projects will be generated as planned development of the campus is realized.

CHANGES FROM THE PREVIOUS PLAN

This *Facilities Master Plan* encompasses and incorporates precursor-planning efforts set forth in the previous 2009-2019 Facilities Master Plan for the University. It supports the fundamental organization of the University campus. Secondly, it continues to reinforce the recommendations of the Independent Study Team on the revitalization of the University as these have been articulated in the University's strategic plan. In sum, this Facilities Master Plan represents a natural progression of Coppin State University's campus development, founded on enduring concepts, reinforced through careful and thoughtful evaluation of needs and issues, and propelled by strong conviction to the promise of Coppin's mission.

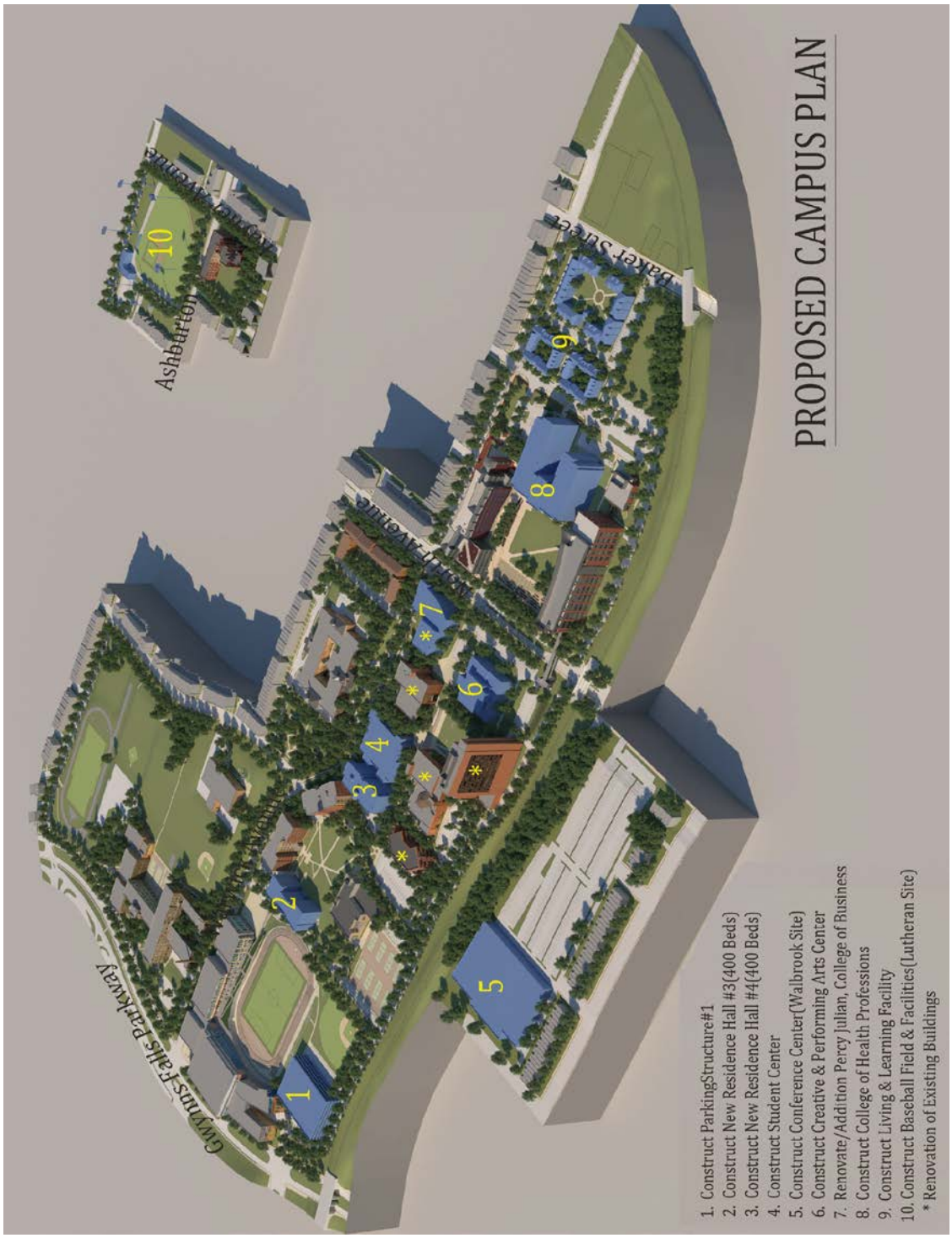

Figure 19: CSU Proposed Campus Plan

OFFICE OF CAPITAL AND CAMPUS PROJECTS

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